DOCUMENT RESUME

ED 466 811 CS 511 291

AUTHOR	Elliott-Schuman, Nikki
TITLE	Grade 7 Anchor Set Annotations from the Spring 2001 Washington Assessment of Student Learning in Writing [with] "Presentation Guide" for Principals.
INSTITUTION	Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE	2001-09-00
NOTE	193p.; Prepared with the assistance of Beth Niemi, National Computer Systems, and Heidi Williams.
AVAILABLE FROM	For full text: http://www.k12.wa.us.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC08 Plus Postage.
DESCRIPTORS	*Grade 7; Junior High Schools; *Scoring; Test Interpretation; Writing (Composition); *Writing Achievement; *Writing Skills; *Writing Tests
IDENTIFIERS	*Washington Assessment of Student Learning; Writing Prompts

ABSTRACT

This document includes a booklet and presentation guide. The booklet contains the anchor papers used to score the 2001 Washington Assessment of Student Learning (WASL) in writing, grade 7. Anchor papers are concrete examples that illustrate the intent of the scoring guides. The papers in the booklet exemplify the full range of score points possible. The booklet notes that: (1) for each of the two writing prompts, students can earn up to four points for content, organization, and style, and two points for conventions such as grammar, punctuation, capitalization, paragraphing, and spelling; (2) students can receive a total of twelve points on the WASL in writing; and (3) it takes nine points to meet the standard. The booklet is divided into three parts: (1) student work on a narrative prompt earning 4, 3, 2, and 1 point(s) in the area of content, organization, and style; (2) student work on an expository prompt earning 4, 3, 2, and 1 point(s) in the area of content, organization, and style; and (3) student work earning 2, 1, and 0 point(s) in the area of conventions. The booklet also contains writing prompts and writing scoring guides. The presentation guide is designed for principals to use with staff, to introduce the use of the Grade 7 Anchor Set Annotations, Spring 2001 Washington Assessment of Student Learning (WASL) in Writing document. It has two applications: teachers in grades five through seven will be able to use the document as a tool for identifying quality student writing, improving writing instruction, and improving student achievement in writing; and the materials in the document may also be used to teach students to assess and improve the quality of their own writing and to set goals. The guide provides for principals a presentation overview; materials/arrangements needed for presentation; presentation steps; and suggestions for additional writing resources for staff. In addition, the guide includes a sample selection of student responses. (PM)

ENTIRE DOCUMENT:
POOR PRINT QUALITY

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 466 811

Grade 7 Anchor Set Annotations from the Spring 2001 Washington Assessment of Student Learning in Writing [with] "Presentation Guide" for Principals.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
B. J. Patterson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

CS 511 291

BEST COPY AVAILABLE

Grade 7 Anchor Set Annotations

from the Spring 2001
Washington Assessment of
Student Learning in Writing

September 2001

Dr. Terry Bergeson
State Superintendent of
Public Instruction

About This Document

This document can be obtained by placing an order on our Web site (www.k12.wa.us); by writing the Resource Center, Office of Superintendent of Public Instruction, P.O. Box 47200, Olympia, WA 98504-7200; or by calling the Resource Center toll-free at (888) 595-3276. If requesting more than one copy, please contact the Resource Center to determine if printing and shipping charges apply.

This material is available in alternative format upon request. Contact the Resource Center at (888) 595-3276, TTY (360) 664-3631. The Office of Superintendent of Public Instruction complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, sex, disability, age, or marital status.

For more information about the contents of this document, please contact:

Nikki Elliott-Schuman
Language Arts Specialist
Office of Superintendent of Public Instruction
PO BOX 47200
Olympia, WA 98504-7200
E-mail: nelliott@ospi.wednet.edu

The contents of this document can be reproduced without permission.

Acknowledgements

Nikki Elliott-Schuman, Language Arts Specialist, prepared this report with the assistance of Beth Niemi, Marysville School District; National Computer Systems; and Office of Superintendent of Public Instruction staff, Heidi Williams.

Grade 7 Anchor Set Annotations

from the Spring 2001 Washington Assessment of Student Learning in Writing

Dr. Terry Bergeson
State Superintendent of Public Instruction

Mary Alice Heuschel
Deputy Superintendent
Learning and Teaching

Greg Hall
Assistant Superintendent
Assessment and Research

Nikki Elliott-Schuman
Language Arts Specialist

This material is available in alternative format upon request. The OSPI complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, sex, disability, age, or marital status.

This material may be reproduced.

August 2001

Grade 7 Anchor Set Annotations From the Washington Assessment of Student Learning

Table of Contents

I. Introduction:
- About the WASL in Writing i
- How to Use this Book iii
- Writing Prompts v
- Writing Scoring Guides
  - Content, Organization, and Style Scoring Guide vii
  - Conventions Scoring Guide viii

II. Expository Prompt
- Anchor Set Annotations 1
- Anchor Papers 7

III. Persuasive Prompt
- Anchor Set Annotations 61
- Anchor Papers 67

IV. Conventions
- Anchor Set Annotations 121
- Anchor Papers 127

About the Washington Assessment of Student Learning in Writing Grade 7

Why test writing?

Learning to write is vital to a good education. It is an essential skill for succeeding in higher education, the workplace, and lifelong learning. Writing requires students to express their knowledge with purpose and coherence. As students learn to write, they sharpen their ability to clarify thoughts and organize ideas. Writing teaches mental discipline and precision by promoting careful, analytical thinking and demanding that students follow the rigors of correct spelling, punctuation, capitalization, sentence structure, and usage/format.

Purpose and Content of the WASL

The writing section of the Washington Assessment of Student Learning (WASL) is designed to measure student achievement of the Essential Academic Learning Requirements in writing.

The test includes two writing tasks or "prompts," one designed to elicit an **expository** response (i.e., writing to explain why or inform) and the other, a **persuasive** response. Although the second Essential Academic Learning Requirement states that students be able to write for "different...purposes," holding the purposes/modes constant will ensure that the difficulty of the test is consistent from year to year.

The decision to limit the number of modes/purposes assessed is in no way meant to limit classroom instruction or district and classroom-based assessments. Expository and persuasive modes were chosen because learning to write for these purposes is essential if students are to perform well on the tasks expected of them in the 7th grade—on the reading and mathematics WASL, for example—as well as in the years to come.

Each writing prompt will clearly state a designated topic, audience, purpose (mode), and form. Research has shown that in order to be effective, a writer must understand the role and interaction of topic, audience, purpose, and form. Each prompt will contain an underlined verb—explain or inform for the expository prompt, persuade or convince for the persuasive prompt—which will serve to cue writing for the intended mode/purpose. In addition, each writing prompt will also specify a form, for example, letter, editorial, or essay. Therefore, a prompt might be written as follows: Decide on how much TV you think students should watch and then write an essay (form) to convince (persuasive mode) parents (audience) to follow your advice (topic).

Expository Writing:
For the purposes of the state assessment, an expository response is one that **explains why or informs about something.** The writer should present information in a way that enhances the reader's understanding of the topic. Effective expository writing is usually, **but not always**, characterized by the following:

- narrowed topic and focus on main idea;
- well-chosen supporting details which may include description, examples, anecdotes, reasons, and/or facts;
- logical, understandable organizational pattern;
- transitions to connect ideas;
- commitment to the topic (voice);
- an introduction and conclusion.

Sample expository prompts: (1) *What makes a good teacher? Write a multi-paragraph essay that will inform adults what makes a good teacher and why,* or (2) *Compose a letter to your friend explaining why you enjoyed a book you have read OR a movie OR live performance you have seen.*

Persuasive Writing:
For the purposes of the state assessment, a persuasive response is one that is primarily written to persuade or convince the designated audience to support a point of view, make a decision, or take an action. Effective persuasive writing is usually, **but not always**, characterized by the following:

- topic or issue clearly stated in the introduction;
- a clear position and stays focused on that position;
- more than one argument to support position;
- detailed reasons, examples, and evidence to support arguments;
- a clear, logical organizational strategy which makes the best case for position;
- transitions to connect position, arguments, and evidence;
- an awareness of the audience demonstrated in the choice of words, details, and voice;
- persuasive language and techniques;
- an ending/conclusion which includes a call for action.

Sample persuasive prompts: (1) *Decide on how much TV you think students should watch, and then write several paragraphs to convince parents to follow your advice,* or (2) *The school day has been extended by 15 minutes. In a multi-paragraph letter, convince the principal how the extra time should be spent and why.*

A final note: Effective writing instruction includes teaching the traits of quality writing; a variety of modes/purposes and audiences; various forms of writing, such as research papers, poems, editorials, or essays; the writing process; and self reflection/goal setting. The overall goal of a comprehensive writing program is to support students in becoming clear, competent, and reflective writers who have the ability to adjust their writing for topic, audience, and purpose.

How to Use This Book

This booklet contains the anchor papers used to score the 2001 Washington Assessment of Student Learning (WASL) in writing, grade 7. Anchor papers are concrete examples that illustrate the intent of the scoring guides. They serve as a reference point or "anchor" to ensure that scorers interpret and apply the scoring guides consistently.

The papers shown exemplify the full range of score points possible. For each of the two writing prompts students can earn up to:

- four points for content, organization, and style; and
- two points for conventions (grammar/usage, punctuation, capitalization, paragraphing, and spelling).

In summary, students can receive a total of twelve points on the WASL in writing. It takes nine points to meet the standard.

This booklet is divided into three tabs:

- Student work on a **persuasive** prompt earning 4, 3, 2, and 1 point(s) in the area of content, organization, and style;
- Student work on an **expository** prompt earning 4, 3, 2, and 1 point(s) in the area of content, organization, and style; and
- Student work earning 2, 1, and 0 point(s) in the area of **conventions** (grammar/usage, punctuation, capitalization, paragraphing, and spelling).

At the beginning of each tab you will see a list of typed annotations and scores for each paper within the section. The annotations and papers are numbered such as 7EA8a. This should be read as:

- 7= Grade Level (this is the same on every example)
- E= Expository ("P" for persuasive or "C" for conventions)
- A8= The number of the anchor paper (in this case #8)
- a= The first page of the students response; "b" would indicate the second page, "c" the third, and so on.

This is the numbering system used by the state's testing contractor. We have used this same numbering system to ensure accurate identification of papers should any questions arise. Make sure the number of the annotation you are reading matches the student sample. The score is shown at the end of each anchor paper: "COS" for content, organization, and style or "CONV" for conventions.

Review of these examples should help you better understand the level of work expected of students who meet the standard in writing. For additional assistance, please call OSPI's Office of Assessment, Research, and Curriculum at (360) 725-6333.

2001 Washington Assessment of Student Learning in Writing

Grade 7 Prompts

Expository Prompt

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

Persuasive Prompt

You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Content, Organization, and Style Scoring Guide

Points	Description
4	• maintains consistent focus on the topic and has ample supporting details • has a logical organizational pattern and conveys a sense of completeness and wholeness • provides transitions which clearly serve to connect ideas • uses language effectively by exhibiting word choices that are engaging and appropriate for intended audience and purpose • includes sentences, or phrases where appropriate, of varied length and structure • allows the reader to sense the person behind the words
3	• maintains adequate focus on the topic and has adequate supporting details • has a logical organizational pattern and conveys a sense of wholeness and completeness, although some lapses occur • provides adequate transitions in an attempt to connect ideas • uses effective language and appropriate word choices for intended audience and purpose • includes sentences, or phrases where appropriate, that are somewhat varied in length and structure • provides the reader with some sense of the person behind the words
2	• demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related material • shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness • provides transitions which are weak or inconsistent • has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose • shows limited variety in sentence length and structure • attempts somewhat to give the reader a sense of the person behind the words
1	• demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text • has little evidence of an organizational pattern or any sense of wholeness and completeness • provides transitions which are poorly utilized, or fails to provide transitions • has a limited or inappropriate vocabulary for the intended audience and purpose • has little or no variety in sentence length and structure • provides the reader with little or no sense of the person behind the words
0	• response is "I don't know"; response is a question mark (?); response is one word; response is only the title of the prompt; or the prompt is simply recopied

Conventions Scoring Guide

Points	Description
2	• consistently follows the rules of standard English for usage • consistently follows the rules of standard English for spelling of commonly used words • consistently follows the rules of standard English for capitalization and punctuation • consistently exhibits the use of complete sentences except where purposeful phrases or clauses are used for effect • indicates paragraphs consistently
1	• generally follows the rules of standard English for usage • generally follows the rules of standard English for spelling of commonly used words • generally follows the rules of standard English for capitalization and punctuation • generally exhibits the use of complete sentences except where purposeful phrases are used for effect • indicates paragraphs for the most part
0	• mostly does not follow the rules of standard English for usage • mostly does not follow the rules of standard English for spelling of commonly used words • mostly does not follow the rules of standard English for capitalization and punctuation • exhibits errors in sentence structure that impede communication • mostly does not indicate paragraphs • response is "I don't know"; response is a question mark (?); response is one word; response is only the title of the prompt; or the prompt is simply recopied

Expository Prompt

Washington Assessment of Student Learning in Writing, Grade 7
Expository Prompt, Task A
Content, Organization, and Style
2001 Anchor Set Annotations

7EA1 (COS 4)
This response demonstrates a strong ability to explain effectively. A consistent focus is on *my favorite teacher that I ever had.* Ample and sometimes humorous supporting details develop the topic: *...all we did was play games and horse around, ...rarely did anything to even attempt to challenge your mind, ...in the back of the class he had a tank filled with 25 newts.* These details are elaborated well and logically organized. The writer uses transitions skillfully throughout the letter to clearly connect ideas, conveying a feeling of wholeness and cohesiveness to the reader: *since, Another reason, whenever, now, But the coolest part.* Effective, engaging word choices are evident, which allows the reader to sense the person behind the words: *Someone answered the question right so the whole class got to play games on the computer the rest of the day. For saying the name of a movie! I loved it.* Sentences vary in length and structure; fragments are used purposefully for effect. The best-fit COS score for this piece of writing is a 4.

7EA2 (COS 4)
This response demonstrates a strong ability to explain effectively. The focus is consistently on the person who *really changed my life in so many different ways.* Ample supporting details are used to develop the topic: *...really cares about all her students..., ...more of a friend..., ...class was also fun to be in....* The writer then elaborated using effective language and engaging word choices. A logical organization proceeds from a general view of *my third grade teacher,* to illustrative examples: *...it was a very sad time..., She invited me to the house..., ...go inside & eat popcorn and candy..., ...class was also fun to be in..., "hands on " projects ..., lots of plays, ..."Sound of Music."* The concluding sentence efficiently closes the essay: *The main thing is, you can't forget a friend, and that's exactly what she made herself.* This organization, along with the consistent use of transitions (*also, still, To me, then, as she, The main thing*), conveys a sense of wholeness and cohesiveness. Sentence structure and length are varied in this fluent essay: *She's a very incredible lady. She is a teacher who wasn't there because it's her job, but because she really cares about all of her students and loves to see them excell.* A sense of audience is evident in the effective use of language and word choice. *In the past I've had many great teachers, and other adults that have helped me through things. To me and I'm sure many of my classmates, she was more of a friend then anything else.* A clear sense of the person behind the words emerges. The best-fit COS score for this piece of writing is a 4.

7EA3 (COS 4)
This response demonstrates a strong ability to explain effectively. This writer's consistent focus and ample supporting details clearly explain why *Mrs. S__* is named in answer to the writer's introductory question: *What person can I absolutely not forget in my lifetime.* The essay has a distinct introduction and conclusion, and supporting details are organized around why *Mrs. S__ stood out over them all: personality, nichnames, great teacher, kept smiling.* This

---

7PA1a: = Grade, P = Persuasive, A = Anchor, 1a = Paper Number
7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number
7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

organizational strategy and the use of transitions to clearly connect ideas (*of coarse, Another thing, However, Not only, And last)* result in a sense of wholeness and completeness. Fluency is achieved through the variety of sentence lengths and structures: *Not only was she a kind person, but a great teacher also. I had improved drastically in every subject she had taught us. In that life changing year I started to learn about the real world and all the people in it.* This, coupled with engaging word choices (*pondering, benevolent*) illuminates the person behind the words. The best-fit COS score for this piece of writing is a 4.

7EA4 (COS 3)
This response demonstrates a sufficient ability to explain effectively. The essay maintains focus on *Mrs. P__... my fifth grade teacher and the best teacher I ever had* and also provides adequate supporting reasons: *...she made the classroom comfortable..., ...did not have a lot of rules..., ... fun and interesting topics for projects....* Specific examples elaborate most of the main points: *...believed that if we had our freedom we would behave and this was true 94.2% of the time.* The paper has an adequate introduction and conclusion, and the transitions connect ideas: *first reason, for instance, also, third*s, producing a sense of wholeness and completeness. Word choice is appropriate and adds interest: *...made the classroom comfortable for instance she brought in a couch, pillows, bean bag chairs....* Although many sentences begin with *She* + a verb, sentences vary somewhat in length and structure. The best-fit COS score for this piece of writing is a 3.

7EA5 (COS 3)
This response demonstrates a sufficient ability to explain effectively. This essay on *Mr. C__* explains why he *was a pretty cool principal.* The main points are elaborated with adequate clarifying details: *...goes easy on the trouble makers..., go on field trips..., playing soccer during recess..., had a fire truck come..., puts on field games....* Ideas are logically organized with a brief opening and closing. Adequate transitions connect ideas, producing a fluent, cohesive wholeness: *also, when, or, even, Everytime, then, The day before.* Word choice is appropriate for the audience and intended purpose. Most of the sentences are complex with some variety in length and openings: *Everytime you talk to him, he'd say funny jokes and even say some to teachers, which was weird! Most teachers will send you to detention if you were acting up.* Some sense of the person behind the words emerges. The best-fit COS score for this piece of writing is a 3.

7EA6 (COS 3)
This response demonstrates a sufficient ability to explain effectively. This writer maintains focus while explaining why *Mrs. J__ ...made a big difference in my life.* Adequate specific details develop the essay: *...taught us how to tie our shoelaces, how to count to ten.* Longer elaboration explains *When we got in trouble.* Adequate transitions attempt to connect ideas (*When, Then, Over all*), which help develop the sense of wholeness and completeness in this essay. Word choices are appropriate, but somewhat limited; repetition is evident throughout this explanation: *I was only 5 so I don't remember everything. I remember every day she would come in with a smile on her face. I remember her hand.* While there is some structural variety, most sentences are simple or compound: *She is a teacher. Her name is Mrs. J__. She didn't teach grade school. She teaches kindergarden.* Similarly, sentence openings are repetitious:

7PA1a: = Grade, N = Persuasive, A = Anchor, 1a = Paper Number
7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number
7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

She was a great teacher, She loved to teach, She taught us how to tie our shoe laces, She would take old shoe boxes and put string through them, She taught us how to count to ten, She used flash cards, She gave us.... The writer conveys a sense of the person behind the words even though *I was only 5 so I don't remember everything.* The best-fit COS score for the piece of writing is a 3.

7EA7 (COS 3)

This response demonstrates a sufficient ability to explain effectively. An anecdote retelling a particular incident in 6th grade provides the supporting detail in this essay that explains why *I will remember that name for a long time to come.* The essay is logically organized with an introductory paragraph and a chronological relating to the incident at school. It does, however, lack a closing. Adequate transitions (*Here, One day, So, The main reason, Then, until)* serve to connect ideas and convey a sense of wholeness and completeness. The word choice indicates the writer's clear awareness of audience: *...did what all 6th grade classes did, we gave her a hard time, ... I know what we did wasn't very nice, but listen to what She did to us.* Sentences are somewhat varied in length and structure, which enhances the fluency of the essay: *I was in 6th grade attending W__ Elementry, Here is Where I had the worst substitute teacher you could ever dream of. Her name was Mrs. P__ and I will remember that name for a long time to come.* Through this evocative explanation of an incident at school, the writer provides a sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

7EA8 (COS 3)

This response demonstrates a sufficient ability to explain effectively. The writer focuses on *Mr. C__ ... my third grade teacher.... Mr. C__ taught me many things..., We had a lot of fun together like when we went on our three day field trip...* are the main reasons the writer chose *Mr. C__*. They are expanded with adequate detail: *...taught me how to square dance, ...get good grades, ...to go far in life, ...went to the state capitol, ...Astoria Column.* The essay is logically organized and a sense of completeness is provided with the distinct introduction and conclusion as well as transitions to connect ideas: *also, Even though, One day.* A variety of short, simple and long, complex sentences result in a fluent piece of writing. The specific word choices are appropriate to the audience and intended purpose, although *taught* and *went* are repeated several times. The reader has a sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

7EA9 (COS 3)

This response demonstrates a sufficient ability to explain effectively. The essay maintains adequate focus, as it explains why *I could never forget him.* The main points are generally logically organized with one lapse. The detail in the fourth paragraph logically should follow *He loved playing games with his classes* (in the third paragraph), since it expands upon that idea. The introduction and conclusion are sufficient and help to create wholeness and completeness. The writer provides specific supporting details which clarify the main points: *...hated giving tests..., ...loved playing games..., ...reading..., ...did work in class....* Transitions connect the ideas: *unless, Every Friday, if you, then, sometimes.* Sentences are varied in both length and structure and are generally well constructed, except for the opening statement: *This teacher that I have known for a while and was my fourth grade teacher, is my favorite teacher I have ever*

7PA1a: = Grade, N = Persuasive, A = Anchor, 1a = Paper Number
7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number
7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

had so far. The essay conveys some sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

7EA10 (COS 2)
This response demonstrates a weak ability to explain effectively. The writer offers some supporting detail to explain why *a teacher at H__ elementry* is hard to forget. Elaboration is inconsistent; some is specific: *...had a rule about who gets to change the mouth on the calendar, ...best listener...* and some is very general: *...make it fun and helpful..., ...feel special.* As a result, the development is uneven. There is no apparent introduction, but the conclusion is effective: *Her personality will win your heart over, and over again.* Transitions are used infrequently, so the essay exhibits little sense of wholeness or cohesiveness. Word choice is generally limited (*great, fun, helpful*), but a few words or phrases stand out (*unforgetable, win your heart*). Sentences generally show limited variety, but some complex structures are used. The best-fit COS score for this piece of writing is a 2.

7EA12 (COS 2)
This response demonstrates a weak ability to explain. The essay maintains focus on *Mrs. O__* throughout. Supporting details include: *...made you feel good about yourself..., ... could use games to teach..., ... her big hair..., Oregon Trail unit.* The details, however, are somewhat general and list-like with no planned organization evident. Weak transitions and the minimal opening and closing contribute to the sense that this essay is incompletely developed. The word choice is predictable and generally non-specific: *good, way of teaching, games, fun, a lot.* Sentence structure is unvarying, and most sentences begin with a subject-verb construction, usually *She or I* + a verb. As a result, the person behind the words can only be somewhat sensed. The best-fit COS score for this piece of writing is a 2.

7EA12 (COS 2)
This response demonstrates a weak ability to explain effectively. The writer chooses *my first grade teacher as* the person *I will never forget* and explains why using some supporting detail: *...showed me...how to read, ...how to make things, like ice cream....* The writer attempts to organize by including a minimal introduction and conclusion, but the developmental paragraphs essentially repeat the same information, often in the same words. Transitions are weak or lacking. Word choice is predictable (*nice teacher, good teacher, funnest teacher*), and sentence variety is limited to mostly simple constructions. The sense of the person behind the words is somewhat apparent. The best-fit COS score for this piece of writing is a 2.

7EA13 (COS 2)
This response demonstrates a weak ability to explain effectively. An inconsistent focus is present in this essay. First, there is an explanation of why *...I will never forget...Mr. C__,* which is supported with some elaborating detail: *...mean..., ...never let you get up..., ...nag on someone.* The focus then shifts to the outcome of this personal experience: *In April, my mom....* This shift of focus, the abrupt ending, and few transitions results in little sense of wholeness. Sentences show little variety and vocabulary is predictable. The narrative style, however, does allow a glimpse into the person behind the words. The best-fit COS score for this piece of writing is a 2.

7PA1a: = Grade, N = Persuasive, A = Anchor, 1a = Paper Number
7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number
7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

7EA14 (COS 2)
This response demonstrates a weak ability to explain effectively. The writer names a person that he or she *will never forget* and includes some reasons for that choice. The supporting details, however, are only loosely related to the topic and are not clarified with examples: *...loving, caring, and very sweet; ...always happy;...confident and very smart.* The minimal opening and brief closing demonstrate an attempt at an organizational pattern, but transitions are inconsistently used. Predictable word choices are found in sentences that are mostly simple declaratives of approximately the same length. Additionally, the sentences generally open in a similar manner; three of the first five sentences in the essay begin with *She.* The essay conveys only a minimal sense of the person behind the words. The best-fit COS score for this piece of writing is a 2.

7EA15 (COS 2)
This response demonstrates a weak ability to explain effectively. The writer focuses on *my sixth grade teacher* and offers a few reasons for his choice of this person: *...always made something boring into something exciting; ...do some special stuff on Fridays, like...get candy and other prizes.* The minimal opening and closing indicate an attempt to organize ideas, but transitions are weak and details appear to be a listing. Word choice and sentence variety are both limited: *He was, he was, he would, he always.* The writing only somewhat conveys a sense of the person behind the words. The best-fit COS score for this piece of writing is a 2.

7EA16 (COS 1)
This response demonstrates an insufficient ability to explain effectively. The writer names *A teacher helper* as the person he or she would remember for a long time. A few supporting details are supplied to explain why: *...happy and nice..., let me bake Brownies...*, but the details aren't clearly connected to *...Helped me to do My Read and My Math.* There is a sense of organization in the rudimentary introduction and conclusion; one transition (*even though*) is used. Vocabulary is very limited (*happy, nice*), and sentences show little variety. The essay provides only a hint of the person behind the words. The best-fit COS score for this piece of writing is a 1.

7EA17 (COS 1)
This response demonstrates an insufficient ability to explain effectively. *Mrs. S__ is one person* the writer *would have a hard time forgeting.* A list of reasons follows the assertion but does not elaborate on them with examples or details: *...a nice person,...so wonderful, ...there for you, ...great person.* Little or no organizational strategy emerges; the opening statement begins with *Hi, this is A__ M__...*, and the concluding statement consists of *Well, I have to go.* Sentences are simple and short with repeated use of the pronoun *she: she is, she likes, she could be, she's one.* Basic, generic word choice allows little sense of the person behind the words. The best-fit COS score for this piece of writing is a 1.

7PA1a: = Grade, N = Persuasive, A = Anchor, 1a = Paper Number
7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number
7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

7EA18 (COS 1)
This response demonstrates an insufficient ability to explain effectively. This brief essay does focus on *Mrs. M__* as *This teacher I would pick* and provides a few generic supporting details: *...teaches me good stuff..., cares about me..., ...likes me....* An organizational pattern is not evident, and sentences are repetitive, rather than varied. The very basic word short and brevity of the response conveys almost no sense of the person behind the words. The best-fit COS score for this piece of writing is a 1.

7EA19 (COS 1)
This response demonstrates an insufficient ability to explain effectively. The writer names a person, *my kindergarten teacher*, as the focus of his or her explanation, but adds very few, vague supporting details: *...nice, friendly, and kind.* No organizational strategy is apparent in this sparse essay. Sentences are varied, but there are only five sentences; the word choice is simple and limited: *...my favorite..., ... a lot more I could say....* Little or no sense of the person behind the words is apparent. The best-fit COS score for this piece of writing is a 1.

7PA1a: = Grade, N = Persuasive, A = Anchor, 1a = Paper Number
7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number
7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

7EA1a

Final Draft

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

I think that my favorite teacher that I have ever had was in 3rd grade his name was Mr. U. All I would do was play games in that class He had the coolest class pets, and he was more fun then all of my other teachers.

In his class all we did was play games and horse around. We rarely ever did

Final Draft 7EA1b

Continue your final draft on this page, if you need to.

anything to even attempt to challenge your Mind. We just played games on the computer all day. For example one day I got to school and I brought in a video called The Northern Lights since that is what we were studying at the time. When the video was over he asked the class what the name of the video was. Someone answered the question right so the whole class got to play games on the computer the rest of the day. For saying the name of the movie! I loved it. . . . - -

Another reason why he

Final Draft

7EA1c

Continue your final draft on this page, if you need to.

was my favorite teacher was that in the back of the class he had a tank filled with 25 newts. He let us hold them and play with them whenever we wanted. He also had two iguanas that he brought in quite often. One was about 11 feet long with its big long tail. But the coolest part about his newts were that at the end of the year he let the kids in the class take them home and keep them if we wanted. For only a dollar! So I got three newts to play with for the summer. I loved those newts. they were the best pets I have ever had. Whenever I played with

Final Draft 7EA1d

Continue your final draft on this page, if you need to.

them I thought of Mr. U_____.

Now he may not have been the funniest person I knew, but I was in third grade and he was my only teacher with cool pets. Also most of my other teachers were pretty dull and boring. At the time I hated work like all other kids, but the others teachers all really liked work strange?

All in all he was my favorite teacher ever because we never did work, I loved all his pets, and all of my other teachers I never really liked. I am not

Final Draft

7EA1e

Continue your final draft on this page, if you need to.

Sure is any other teacher could compare up to Mr. Ill.

COS 4

7EA2a

Final Draft

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

In the past I've had many great te-
achers, and other adults that have helped
me through things. But from all those won-
derful people one really changed my life in
so many different ways then one., that
is Mrs. K___ H___:, who was my 3rd grade
teacher.

She's a very incredible lady. She is a
teacher who wasn't there because it's her
job, but because she really cares about
all of her students and loves to see
them excell.

To me and I'm sure many of my

Final Draft

7EA2b

Continue your final draft on this page, if you need to.

classmates, she was more of a friend then anything else. She was always there for you when you needed help with something, or just needed to talk.

I can remember about half way through that year my father passed away, it was a very sad time for me & my mom. Mrs. H—— was right there with me, she helped me SO much. She invited me out to the house all the time, her nieces and I would play in the lake then go inside & eat popcorn and candy while we watched ou fav. movies.

Her class was also fun to be in; we were always doing exciting "hands on" projects as she liked to call them. We also did lots of plays that she directed. One of my favorites

Final Draft

7EA2c

Continue your final draft on this page, if you need to.

was and still is was the "Sound of Music."

Mrs. H___ and I, are still great friends. I always go and visit her, and it's still just as much fun as it was 4 years ago. These are only a few of my reasons why I believe I'll never forget her. The main thing is, you can't forget a friend, and that's exratly what she made herself.

COS 4

Final Draft

7EA3a

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

What person can I
absolutly not forget in my
lifetime? I was pondering
over this question, and
only one person came to
my mind, her name is
Mrs.S_____. Of coarse there
are hundreds more I
can name off the top of my
head, but Mr.S_____ stood
out over them all.

Final Draft 7EA3b

Continue your final draft on this page, if you need to.

To give a rough definition of Mrs.S_____'s personality I would have to say that she is the most benevolent person that I've had as a teacher. She was always there when our class was struggling in educational material. Always concerned about us, like an extra mom.

Another thing she does is give us nicnames to make us feel more comfortable in class. She would alway call me mini-pearl because of my tinyness and my last

Final Draft

7EA3c

Continue your final draft on this page, if you need to.

name. However her nicnames would come later in the year so she knew what we were like. The special part was that every nicname had a story behind it.

Not only was she a kind person, but a great teacher also. I had improved drastically in every subject she had taught us. In that life changing year I started to learn about the real world and all the people in it. I don't know what I would do

Final Draft 7EA3d

Continue your final draft on this page, if you need to.

Without Mrs. S_____s guideness.

And last but not least, how Mrs.S_____ always kept smiling. Even in a bad mood. Her mode was, "If the world comes down on you, keep your head high and smile. I've had so many great memories with Mrs.S_____, I can't count them. I hope after reading this you feel the same about Mrs.S_____ that I do.

COS 4

7EA4a

Final Draft

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used. Your final draft will be scored.**

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

The special person to me is at B_____ Elementary and her name is Mrs. F_____. She was my fifth grade teacher and the best teacher that I ever had.

The first reason she will be hard to forget is that she is the best teacher I have ever had. That is because she made the classroom comfortable for instance she brought in a couch, pillows, bean bag chairs, and a bath tub half full of pillows.

She also was a real enjoyable and loving person. She would always give me help when I needed it. Also she did not have a lot of

Final Draft

7EA4b

Continue your final draft on this page, if you need to.

rules she just believed that if we had our freedom we would behave and this was true 94.2% of the time. The only rules she had were "Use your common sense", "Try hard", and "Feel comfortable".

Third, she would always give us fun and interesting topics for projects and let us pick our own partners and sometimes topics. Mrs. "P" let us pick where we wanted to sit. She would give us an extra recess or an extended recess. She would always tell a joke or play a game.

Mrs. P____ is my special person at school. I had her in fifth grade at B.____ Elementary. She is my special person because she is my favorite teacher. She gave me the best school year I have ever had.

COS 3

7EA5a

Final Draft

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used. Your final draft will be scored.**

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

My elementary school principal, Mr. C———, was a pretty cool principal. If we get in trouble and promised not to get into trouble for the rest of the week, we'd get a pop. He also goes easy on the trouble makers because he thinks being hard on them makes them do it again. When we would go on field trips, it would only be somewhere fun like, the water park in the T—C—, C—— Canyon, or even to a lake to swim. Everytime you talk to him, he'd say funny jokes and even

Final Draft

7EA5b

Continue your final draft on this page, if you need to.

Say some to teachers which was weird! Most teachers will send you to detention if you were acting up. He'd tell us to try to be quiet, or he warns you about the pop deal. When kids were playing soccer during recess, he would take the ball and kick it straight up in the air for about 50 feet! Then he would play soccer with them and he always fell in the mud. The day before the last day of school, he puts on field games for us. Different stations where you play games and if you win you'd get some candy. Finally, on the last day of school, he had a fire truck come to our school and they would spray the water up in the air and it would fall on us and it was pretty exciting for all of us! Those are the reasons I'll always remember him and my old school!

Writing

7EA6a

Final Draft

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft **will be scored.**

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

Dear S._____

I want to tell you about someone who made a big difference in my life. She is a teacher. Her name is Mrs. J____. She didnt teach grade schol. She teaches Kinderguarden.

I was only 5 so I dont remember everything. I remember every day she would come in with a smile on her face. I remember her hand. She had cripled hands

Final Draft

7EA6b

Continue your final draft on this page, if you need to.

She was a great teacher. She loved to teach. She taught us how to tie our shoe laces. She would take old shoe boxes and put string through them

She taught us how to count to ten. She used flash cards. She gave us stickers at the end of the day if we were good.

When we got in troble first she would give us a warning Then she had a little card wall. Every ones name was up there. There was a green, yellow, and red card. If we got in troble twice we would have to take the green card out and put the yellow

Final Draft

7EA6c

Continue your final draft on this page, if you need to.

card in, meaning we got a
warning
Over all she was a great
teacher. She never give up on
anyone and thats why I admire
her.

Sincerly,

COS 3

Writing

7EA7a

Final Draft

Directions: Before you begin your final draft, read the checklist on page 12 agai When you have made your revisions and edits, write your final draft on this page next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used. Your final draft will be scored.**

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

I was in 6th grade attending W.——— Elementry, Here is Where I had the Worst Substute teacher you could even dream of. Her name was Mrs. P.—— and I will remember that name for a long time to come.

One day in 6th grade Mrs. B——, class had a substitute. So we did what all 6th grade classes did, we gave her a hard time. We switched names and desks to confuse her. I know what we did wasn't very nice, but listen to what she did to us. She would not let us go to the bathroom. The main reason I will remember her name is because

Final Draft

7EA7b

Continue your final draft on this page, if you need to.

during silent I asked to go to the bathroom twice and guess, just guess what she said both times. So this is what I did, I got up from My desk and Walked out the door and went to the bathroom. Then here comes My best friend then about 15 seconds later her come 3 More boys and More and More, until all the boys in the class were in the boys bathroom. And right out side the bathroom door was Mrs. P.___ telling us were in big trouble and to come out iMedientlY.

COS 3

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher why this person will be hard to forget.

7EA8a

One person I will always remember is, my third grade teacher Mr. C——. I only had Mr. C—— for one year but it was probably the best school year I have had so far.

Mr. C—— taught me many things. He taught me to like every one and not single peopleout,

Continue your final draft on this page, if you need to.

7EA8b

me also taught me how to square dance. Mr. C—— taught me to get good grades, and he taught me to go far in life and not just sit around and not try.

I liked Mr. C—— because he was more than just a teacher, he was also my friend. He taught me how to square dance too. We had alot of fun together like when we went on our three day field trip together. We went to the state capital, we went to the Astoria Column, and to the beach where he bought us all salt water taffy. Even though we had to sleep on gym floors of other schools we had the

Continue your final draft on this page, if you need to.

best time in the world.

7EA8c

I loved Mr. O_____ both as a teacher and as a friend. One day I hope I can go back to O_____ and Mr. C_____ and I can have alot more fun together. Mr. C_____ is definitely one person that I will remember for the rest of my life.

COS 3

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft **will be scored**.

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

My favorite teacher

This teacher that I have known for a while and was my fourth grade teacher, is my favorite teacher I have ever had so far. His name is Mr. B[redacted]; He teaches in L[redacted] Elementry school in east W[redacted].

I could never forget him because he was the best teacher I ever meet.

He hated giving test and giving homework out. unless you

Final Draft

7EA9b

Continue your final draft on this page, if you need to.

didn't finish it in class. He loved playing games with his classes. He liked reading to them too. We always had partys because thats what he liked doing, but we still did work in class. Every friday if you had everything in you could go outside and play at the end of the day for 45 mins. But if you didn't then you had to stay in and work on it, then if you finished it you could go outside.

Mr B loved playing Kickball. Sometimes if there was nothing to do, he would just go outside with the whole class and play for a long time.

Sometimes I even wish I could go back to his class and spend the whole day with him and his class. Mr B was a fun teacher

COS 3

Final Draft

7EA10a

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft will be scored.

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

Dear Ms. P——,

There is a teacher at H—— elementry that is the best listener there. If there is someboday you would need to talk to it would be her Because of her, they would respect her, and be quite and listen. She would ask you questions and make it fun and helpful at the same time.

She also had a rule about

Final Draft

7EA10b

Continue your final draft on this page, if you need to.

Who gets to change the month on the calendar. She would draw a name out of a hat So it was random, And nobody would fight about it. She pleases students and makes them laugh and smile

It would be hard for a student or person to forget a person, teacher like her. She made people, and students feel special inside and out. "You guys need her at your school, forever. People would say. Because she was so great and care.

Thats why she's someone you can't ever forget or

Final Draft

7EA10c

Continue your final draft on this page, if you need to.

replace. She just an unforgetable
person as well and in.
Her personality will win
your heart over, and over
again.

Sincerly.

COS 2

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher why this person will be hard to forget.

7EA11a

Mrs. O___, a teacher I won't forget. I won't forget Mrs. O___ because she made you feel good about yourself when you were down. She had a way of teaching that no teacher had, She could use games to teach and kids would learn from it and not goof-off, it was fun.

7EA11b

I did get in trouble alot but she made it easy to be friends again and not to hold a grudge against me.

I definitely won't forget her big hair that she had and the Oregon Trail unit we did. Her smile could lighten your day.

My 5th grade teacher, Mrs. O___, was one of the best teachers I've had and she had the greatest qualitys.

COS 2

7EA12a

Final Draft

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used. Your final draft will be scored.**

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

Dear. Mr. H—,

I will never for get my first grade teacher. She was the nice teacher Who all way's help you, or gave you Candy. She Showed me and my freinds how to read. She Showed us how to make things. Every Friday She Show us how to make things, Like ice Cream, Gangerman cookies, and Waffles. She is a good

Final Draft

7EA12b

Continue your final draft on this page, if you need to.

teacher. I will never for get her.

My first grade teacher. Was the nices and the ~~funniest~~ teacher I ever had. She loved to show us how to read. Even loved to make things in the morning like ice Cream, and all that good stuff. She is the coolest teacher ever. I will not for get her.

Thank you for taking your time to read this. There Should Be more

Final Draft

7EA12c

Continue your final draft on this page, if you need to.

School teachers like her.
First grade is the best
year of your life. think's
again.

Sincerly,

COS 2

Final Draft

7EA13a

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

I think the teacher that I will never forget would have to be my fourth grade teacher, Mr. C———.

He was mean and never let you get up to sharpen your pencil. He would nag on someone just for stopping their work because their hand hurt from writing.

Then one day, he made me so mad that I picked up my chair and launched it at him and also gave him a concussion. I got suspended for a month and my mom was not mad

Final Draft

7EA13b

Continue your final draft on this page, if you need to.

at me she was mad at the teacher.
Thelpful, my mom got tired of him and pulled me out of public school and home-schooled me for four years until she went back to work as a CNA.

COS 2

Final Draft

7EA14a

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft will be scored.

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

Ms. Hi____, she's a wonderful teacher. I will never foraet this teacher, because she's loving, caring, and very sweet. She's always happy and has a smile on her face even if somethina's wrong. She is never scared and always tries new thinas. She is very confident and very smart.

Final Draft

7EA14b

Continue your final draft on this page, if you need to.

Ms. H___ is always there when you need her. she listens to what you and others have to say. She helps others in any way she can. If you have a problem she gives out good advice and never lets you down or discourages you. Ms. H___ is one of the bestest teachers you could ever meet. With on look so nice like hers, she makes you feel happy when you're sad, lonely, mad, or confused.

If you ever get to know her you wouldn't see her as, but as a trusting friend. I will never forget this teacher in my whole life.

COS 2

Final Draft

7EA15a

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page ar next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell **check may not be used.** Your final draft **will be scored.**

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

One of my teachers that would be hard to forget would be D____ C____. he was my favorite teacher he was my Sixth grade teacher. He would ha to be the hardest to forget because he was an awsome teacher he always made something boring into something exciting. On fridays he would do something special stuff on fridays, like you would have to shoot a basketball into a net to get candy and other prizes. He also took us places like to mcDonald's or we went on a bike ride to, we also went to M_____ Park to clean it up. He would have to be the person

Final Draft

7EA15b

Continue your final draft on this page, if you need to.

I miss most out of all the teachers I've had.

COS 2

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher why this person will be hard to forget.

7EA16a

Mrs. G___ was a teacher Helper she was My friend because she Helped me to do My Read and My Math.

She was happy and Nice to me Because she let me Bake Brownies and that helped me to Read and do My math, measure and to Bake.

Continue your final draft on this page, if you need to.

7EA16b

Even though mrs. g___ is gone she will be hard toforget.

COS 1

BEST COPY AVAILABLE

Final Draft

7EA17a

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell **check may not be used.** Your final draft **will be scored.**

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

Dear ms.Heck,

Hi,this is A_ m_ _ and one person I think that I would have a hard time forgeting is ms.S_ _ _ _ _ .Because she is such a nice person.She's just so wonderful.She likes to help people out.And She's there for you when you need her.She's there when you want to talk or just have some fun.I will remember her throw out my life.what a great person she was.She could be a really good rolemodle for people.Even better for

Final Draft

7EA17b

Continue your final draft on this page, if you need to.

teen's. She's one of my rolemodles.
I hope that i can gran up to be
just like her. I will have a hard
time forgeting her. well I have
to go.

Sincerly,

COS 1

7EA18a

Final Draft

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used. Your final draft will be scored.**

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

This teacher I would pick is Mrs. M— because she teaches me good stuff and she cares about me and she likes me in her class. She doesn't tell me to hurry she says just take your time.

COS 1

7EA19a

Final Draft

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used. Your final draft will be scored.**

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

Dear Mrs W——,

One person that I remember is my kindergarden teacher because she was my favorite in Elementry School. It will be hard to forget her. She was nice, friendly, and kind. There's alot more I could say about her, but there's to much. That is one reason she is my favorite person I know.

COS 1

Persuasive Prompt

Washington Assessment of Student Learning in Writing, Grade 7
Persuasive Prompt, Task B
Content, Organization, and Style
2001 Anchor Set Annotations

7PA1 (COS 4)
This response demonstrates a strong ability to persuade a reader. The response is focused on *a man named M_____ M_____*. Ample supporting details are evident: *made students think deeply of the pain of depression and suicide...if there are more talks on this subject, it can be prevented alltogether.* The organization is logical, and transitions clearly connect ideas: *not only..., Instead of..., Again....* The writer shows awareness of his or her audience by anticipating and countering arguments: *Some parents may say....* Varied sentences are used as well as effective language and engaging word choices: *His discussion really hit my heart; Instead of being an every-day adult speaker, he relates to our fresh-into-teenage years lifestyles; ...yes, it DOES happen to people, young and old;* and *...absolute best speaker you could possibly obtain....* The writer's strong commitment to the topic contributes to a clear sense of the person behind the words. The best-fit COS score for this piece of writing is a 4.

7PA2 (COS 4)
The response demonstrates a strong ability to persuade a reader. This response contains ample supporting details, including many aspects of the proposed speaker's qualifications: *She is the kind of person who enjoys speaking in front of others..., S__ has always been a leader, Unlike most people who get in front of an audience and either get scared or turn bright red like a tomatoe,....* A logical organizational pattern, a well-developed introduction, and a compelling conclusion convey a sense of completeness and persuasiveness. Transitions are adequate, and word choice is appropriate for the intended audience and purpose. Sentences are varied in both length and structure: *After all this time of observing students, I have boiled my decision down and have choosen someone who I think would do their best to get the job done. Her name is S__ D__ B__.* A sense of the person behind the words emerges clearly in this letter. The best-fit COS score for this piece of writing is a 4.

7PA3 (COS 4)
This response demonstrates a strong ability to persuade a reader. This is a consistently focused piece of writing that has adequate supporting detail. The logical organizational pattern and effective transitional phrases move the reader smoothly through his or her argument and convey a sense of wholeness and completeness: *The content of his arguments is also..., It is also significant....* Although sentence openings are structurally consistent (subject-verb), sentence length and complexity are adequately varied. Word choice is appropriate to the audience and engaging: *He incorporates useful analogies and examples that encourage consideration of the issues. The arguments are convincing and valuable.* The reader is able to sense the person behind the words. The best-fit COS score for this piece of writing is a 4.

7PA1a: = Grade, N = Persuasive, A = Anchor, 1a = Paper Number
7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number
7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

7PA4 (COS 3)
This response demonstrates a sufficient ability to persuade a reader. This piece of writing is focused and has adequate supporting details: *L__ is articulate and knows how to adress an audience (probably because she has run the C__ talent show for so many years in a row). And whatever the topic, she would speak well because she is well-educated.* Although the conclusion is minimal, transitions are adequate and the letter is well organized, conveying a sense of wholeness and completeness. Word choice is appropriate to the audience and purpose, and sentence length and structure are somewhat varied: *She has a seventh grader attending A__. And while she does all this, she still finds time to bake cookies and make jam (on weekends only, though).* The anecdotal examples especially help to give the reader some sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

7PA5 (COS 3)
This response demonstrates a sufficient ability to persuade a reader. This letter focuses on three ideas: *I think this because Mr. S__ is a motivator, he is funny, and because he graduated here at N__ from the high school.* Adequate clarifying details, although more general than specific, are provided for each idea: *Mr. S—would teach the kids about good and bad things..., ...he knows the good and bad places....* The writing is logically organized with an adequate introduction and somewhat repetitive conclusion; it does convey a sense of wholeness and completeness. Word choice is appropriate for the audience and purpose, and there is some variety in sentence length and structure: *Mr. S__ would make a great speaker because he is funny. No, he does know when to be serious, but also when not to be. The seventh graders would still learn, only they wouldn't be bored while they were sitting, they would actually be listening.* Some sense of the person behind the words emerges. The best-fit COS score for this piece of writing is a 3.

7PA6 (COS 3)
This response demonstrates a sufficient ability to persuade a reader. This letter stays focused on the topic and provides adequate supporting detail for the reasons the writer would choose Mr. D__ to speak. Transitions are functional: *My main reason..., So in conclusion....* A small lapse in organization appears near the end of the letter: *Well, thank you for reading my proposal.... Oh, one more thing....* This does not, however, seriously detract from the sense of wholeness and completeness. Word choice is appropriate for the intended audience and purpose, and sentence structure and length are somewhat varied. By describing the affect the speaker has had on him or her, and how he or she hopes the speaker will effect the students, the writer conveys some sense of the person behind the words: *I know from past experience...makes you think about everyday things you take for granted. My main reason for him to come...the would see and understand that not everyone is as lucky as they are.* The best-fit COS score for this piece of writing is a 3.

7PA7 (COS 3)
This response demonstrates a sufficient ability to persuade a reader. The letter is focused on three reasons for the writer's choice of speaker: *she's honest, responsible, and she has good grades.* Adequate, though sketchy, supporting details develop the main points: *...elected treasurer..., ...elected as vice president in 6th grade..., S__ also has good grades....*
Organization is logical, although introductory and concluding paragraphs are repetitive and minimal; adequate transitions provide a sense of wholeness. Sentence length is somewhat

---

7PA1a: = Grade, N = Persuasive, A = Anchor, 1a = Paper Number
7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number
7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

varied, but sentence structure is fairly consistent with little variety in sentence openings: *S__ is, S__ is, S__ also has....* Word choice is appropriate for the intended audience and functional, but redundancy robs it of energy: *S__ also has good grades, really good...; Grades should be essential for speaking in front of the whole 7th grade...; She is worthy of speaking to the 7th grade; S__ is honest and I thinnk this because...; I think she is responsible because....* The writer seems sincere, which provides some sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

7PA8 (COS 3)
This response demonstrates a sufficient ability to persuade a reader. The supporting detail in this letter, although somewhat general, is adequate to develop the reasons the writer chose *to invite L__ P__ to speak.* The introduction is functional and the conclusion works well, urging the reader to take action: *I strongly suggest that you invite.... I am sure the WASL scores for our school will be higher than you thought.* Posing questions at the beginning of paragraphs makes transitions and demonstrates that the writer anticipates arguments and has a strong sense of audience: *Now, you might be asking why, what can she do others can't? You are pobably thinking she might have helped write the WASL and knows it well but, can she help the kids?* The letter is cohesive, which conveys a sense of wholeness and completeness. Word choice is not particularly engaging, but it is functional and appropriate to the intended audience. Some variety in sentence length and structure gives the piece fluency and conveys some sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

7PA9 (COS 3)
This response demonstrates a sufficient ability to persuade a reader. Although minimally elaborated, adequate supporting detail develop the reasons the writer chose why *D__ C__* as the best speaker: *...not afraid to speak to big crowds, ...an inner-K teacher..., ...been on television.* Organization is logical with a brief opening and closing; they are not particularly compelling but do convey a sense of completeness. The second paragraph acts as a transition connecting the choice of speaker to the supporting detail. Word choice is effective for the intended purpose: *remarkable, "no way", awesome, great.* Sentences are somewhat varied in length and complexity. A sense of the person behind the words emerges. The best-fit COS score for this piece of writing is a 3.

7PA10 (COS 2)
This response demonstrates a weak ability to persuade a reader. The letter includes some supporting details, but they are unelaborated with specific examples and somewhat list-like: *Her GPA is 4.0. She's on the Honor Roll and is Class president. She's outspoken and very loud.* There is some evidence of an organizational pattern, with an introduction, but a weak conclusion, which results in little sense of wholeness or completeness. Transitions are weak, and sentences are mostly unvaried in length and structure: *I've heard so much about her. I think she is an excellent role model. I look up to her and admire her work.* Word choice is predictable but appropriate for the intended audience. The writer gives some sense of the person behind the words: *L__ is absolutely one of the funniest people I know! You got to meet her!* The best-fit COS score for this piece of writing is a 2.

7PA1a: = Grade, N = Persuasive, A = Anchor, 1a = Paper Number
7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number
7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

7PA11 (COS 2)
This response demonstrates a weak ability to persuade a reader. This letter includes some supporting details, but few specific examples, and their presentation is list-like: *This person's a real inspirer and has everyones best intrest at heart. Hes one of thoughs people who we'll really lisen to. He could put some really creative ideas in our heads.* Combined with an organizational pattern that places these details before actually telling the reader who the proposed speaker is, the result is an unbalanced piece of writing that seems to be mostly an introduction, which leaves little sense of completeness or wholeness. Transitions are weak, and word choice is predictable, although appropriate for the intended audience. Some variety exists in sentence length and structure, although for the most part the writer shows little control over those elements that determine fluency: *And we could hear what he has to say on a lot of things. And that's just some of the many ideas on why I would like your permission on inviting the Perient of the United States of America come to our school.* There is little sense of the person behind the words in the letter. The best-fit COS score for this piece of writing is a 2.

7PA12 (COS 2)
This response demonstrates a weak ability to persuade a reader. This letter has some supporting details, but most are unelaborated. The writing exhibits no real organizational plan, merely consisting of a list of reasons in no particular order, sometimes repeating a detail or supporting a point several sentences later: *J__ F__ will talk to them about the stuff they did not know about before. You should pick J__ because he does not get mad at anybody, only if they say stuff. But he hardly ever gets mad for anything. The thing that J__ does best is studys and works hard.* Along with minimal introductory and concluding statements (*I'm just saying you should pick him)* and no apparent transitions, the reader is left with little sense of wholeness or completeness. There is a limited variety of sentence length and structure. The word choice is limited and vague, and the same words are repeated several times: *good, stuff, thing.* The writing conveys little sense of the writer behind the words. The best-fit COS score for this piece of writing is a 2.

7PA13 (COS 2)
This response demonstrates a weak ability to persuade a reader. Even though this letter has some supporting reasons for the writer's choice of speaker, the details are general and repetitive: *I believe this man could positively influence our school.... Martin Luther King was an extremely positive person. This would be a good type of person to come to this school. He also has many good values that could be taught.* Nowhere is it clarified with any examples or explanation what is positive, good, or valuable about the proposed speaker. The letter is well organized with both an introduction and conclusion, but the lack of specific detail leaves little sense of wholeness or completeness with the reader. Word choice is appropriate, but predictable and vague: *great, positive(ly), good.* Similarly the sentence variety is limited with three of the eight sentences beginning with *I believe* or *I think*; the remainder begin with other subject-verb combinations. Little sense of the person behind the words is conveyed to the reader. The best-fit COS score for this piece of writing is a 2.

7PA1a: = Grade, N = Persuasive, A = Anchor, 1a = Paper Number
7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number
7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

7PA14 (COS 2)
This response demonstrates a weak ability to persuade a reader. This letter is focused on why *my father* would be *a good speaker*. The writer offers some supporting reasons: *...because he had to go to prison, ...tell the kids what it's like..., ...what they could do not to get sent to prison.* The reasons, however, are not expanded with specific examples, explanations, or anecdotes. Although there is an attempt to organize the reasons, without an opening or closing, the letter conveys little sense of wholeness. One transition (*so*) is provided. Word choice is limited, and sentence structure is repetitive: *So he could tell..., He could tell them..., He could also talk....* A slight sense of the person behind the words is evident. The best-fit COS score for this piece of writing is a 2.

7PA15 (COS 2)
This response demonstrates a weak ability to persuade a reader. This writer splits his or her focus between two proposed speakers, but does provide skeletal support for each choice: *His name is J__, he has been in the military for 36 years. This person is named J__ , She has worked on a farm for 28 years.* The letter is organized with a brief introduction, conclusion, and details about the two proposed speakers grouped in separate paragraphs. This provides some sense of wholeness and completeness. Transitions are weak, and limited variety of sentence lengths and structures are demonstrated. Word choice is limited, which results in only a vague idea of what the speakers have to offer: *This person has been through it all, he knows whats right and whats wrong. She can talk to kids and make them understand. She is an excellent speaker, and loves kids.* Little sense of the speaker behind the words is conveyed to the reader. The best-fit COS score for this piece of writing is a 2.

7PA16 (COS 1)
This response demonstrates an insufficient ability to persuade a reader. By failing to focus on one subject in this short letter, the writer is unable to sufficiently develop any of his or her choices for the speaker: *My first choice would be a 15 year old named H__. Another person is (B__ M__. The last person is J__ K__, my cousin.* There is little evidence of organization; extraneous details are introduced without apparent reason or connection to the argument: *He's married to someone named S__ M__ (it used to be O__).* This, combined with the lack of focus, leaves the reader confused and with no sense of wholeness or completeness. Few transitions are present. Word choices are sometimes inappropriate for and contradictory to the intended purpose: *...and has a grim expression, always doing unthinkable things.* Little sense of the person behind the words emerges in this letter. The best-fit COS score for this piece of writing is a 1.

7PA17 (COS 1)
This response demonstrates an insufficient ability to persuade a reader. Although the letter is focused on one suggested choice for speaker, the supporting detail consists of a list of characteristics for *my friend* such as: *is inteligent..., friendly..., good talker.* The writer does not directly connect these characteristics to any argument that would support *my friend* as the best speaker. This list-like development also shows little evidence of an organizational pattern. Transitions are lacking, and sentences are similarly constructed: *He is inteligent..., He's also friendly..., He's even a good writer.* Word choice is limited: *good talker, good writer, speech*

7PA1a: = Grade, N = Persuasive, A = Anchor, 1a = Paper Number
7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number
7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

would be great. Little sense of the person behind the words is apparent. The best-fit COS score for this piece of writing is a 1.

7PA18 (COS 1)
This response demonstrates an insufficient ability to persuade a reader. This letter is very sparse, and the few reasons for proposing *my biological dad* as the speaker are presented in a random, repetitive, list-like fashion: *Maybe he could talk about his life.... My dad might give a speech about his life....* This lack of organization, coupled with an irrelevant opening (*Hey, How is it going) and no conclusion, conveys no sense of wholeness or completeness.* Transitions are few, and the limited vocabulary, with its lack of specificity, hurts an already sparsely developed letter: *...speech about something, ...give a good speech, ...or something like that.* The reader is left with little sense of the person behind the words. The best-fit COS score for this piece of writing is a 1.

7PA19 (COS 1)
This response demonstrates an insufficient ability to persuade a reader. This letter is very sparse and includes few supporting details: *...the seventh graders techer. Because hi techis the students for a yaer. Also because hi gous to the same school....* Further weakening an already minimal piece of writing, the writer does not stay focused on one choice of a speaker: *That person is the conseler....* The organization is limited to grouping information about the two choices in separate paragraphs and making a transition from one subject to the other with a sentence at the end of the first paragraph: *Principal if I dedent convince you thers a other person.* There is no opening or closing, which leaves no sense of wholeness or completeness with the reader. Word choice is limited as is the sentence variety. As a result, no sense of the person behind the words emerges. The best-fit COS score for this piece of writing is a 1.

You have been asked to recommend someone to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

7PA1a

To the C___ R___ Middle School principal:

Last year, a man named M___ M___ came to speak about depression and its signs, and suicide. His discussion really hit my heart. So, I would like you to invite him to our school again perhaps every year or every other year.

The sixth graders would get a lot out of his speaking. M___ not only causes you to want to cry at times with his stories, but laugh too. Instead of being an every-day adult speaker, he relates to our fresh-into-teenage-years lifestyles.

7PA1b

Through his stories, he made students think deeply of the pain of depression and suicide.

Some parents may say this discussion shouldn't take place, it --depression and suicide-- being such a touchy subject. "It's not necessary. It's not that common, don't worry about it," they might say. But they need to realize that there's no way around it and yes, it DOES happen to people, young and old. Depression or suicide does not just affect the actual victim, but their friends and family as well. Maybe if there are more talks on this subject, it can be prevented altogether.

Again, M—M—, I say, is the absolute best speaker you could possibly obtain to talk to middle school students. You may even consider recommending him to other schools in the area. He did a very high job in getting through to us.

Continue your final draft on this page, if you need to.

Thank you for your time; please consider this! 7PA1c

Sincerely,

COS 4

Final Draft

7PA2a

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used. Your final draft will be scored.**

You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear Mr. L——,

I was recently informed that it is my responsibility to choose a student to give a speech to the seventh graders at our school. Lately I have spent much time determining who that speaker would be. After all this time of observing students I have boiled my decision down and have choosen

Final Draft 7PA2b

Continue your final draft on this page, if you need to.

someone who I think would do their best to get the job done. Her name is S____ D____ B____.

She is the kind of person who enjoys speaking in front of others, and has had experience with doing speeches. In the fifth grade, she made a graduation speech and read it in front of the entire fifth grade. At the end of each school year since she was in elementary school, S____ has performed in the talent shows. This young lady has always been a comedian, and I think she would do a great job of

Final Draft

7PA2c

Continue your final draft on this page, if you need to.

Speaking in front of the seventh graders, and at the same time she would make it fun and interesting.

S___ has always been a leader. She has been involved in many different leadership groups such as Alpha and Arco. She would be very responsible with getting the speech completed. She is a strait "A" student and always gets her homework done. Not only is she responsible with her school work, but she also manages to play premier soccer at the same time.

Unlike most people who get in front of an

Final Draft 7PA2d

Continue your final draft on this page, if you need to.

audience and either get scared or turn bright red like a tomatoe, S___ doesn't get frightened or embarrased. She has always been comfortable with speaking in front of others, and probably always will be. She is a born natural speaker.

Mr. L___, if you are looking for someone to give a great speech, please look no further and consider having S___ be the speaker. I know she would do a great job and would be responsible. There's no one beter to give the Speech in the 8th grade!

COS 4

Writing

Final Draft

7PA3a

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used. Your final draft will be scored.**

You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear Mrs. Principal,

I have been given permission to invite a person to speak with the seventh graders at our school. My instant choice is Mr. S— T—, a brilliant speaker on racial/ ethnic issues. My reasons for choosing him are as follows: a) He is a gifted speaker and presents his arguments skillfully, b) He discusses important issues, and c) He knows what he is talking about from first hand experience.

S— T— is able to put forward arguments that are

Final Draft 7PA3b

Continue your final draft on this page, if you need to.

clear and easy for anyone to relate to. He incorporates useful analogies and examples that encourage consideration of the issues. His arguments are convincing and valuable.

The content of his arguments is also of great importance. He talks about racial/ethnic prejudice and discrimination as well as the effects of Eurocentrism. Everyone should be aware of these issues.

It is also significant that he is an African-American and can speak from first-hand experience. It is helpful to receive these messages from a person whom they may deeply affect, rather than from a person with second-hand experience.

In conclusion, S— H— is a very worthwhile choice. He not only has an important message, but he can present it in a way that keeps it in the mind. I'm sure you will agree that he should come speak with

Writing

Final Draft

7PA3c

Continue your final draft on this page, if you need to.

the seventh graders.

Sincerely,

COS 4

7PA4a

Final Draft

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft.. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft **will be scored.**

You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear Mr. L—.

I understand that I have been given permission to choose someone to speak in front of the seventh grade here at A—. I have given the matter some thought. I came down to one candidate. She is my neighbor and best friends mom. L—.

L— is a good motivational speaker for many reasons, one being that she is kind and caring. A few

Final Draft 7PA4b

Continue your final draft on this page, if you need to.

years ago, she ran into the middle of the street to stop a car from running into a cat. Nobody claimed that cat so she kept it for eleven years until it died naturally. She didn't have to, but she did.

She is also very involved with the school. She participates in the C——— PTSA so much that we are lucky to catch her at home for even five minutes. She has a seventh grader attending A——. And while she does all this, she still finds time to bake cookies and make jam (on weekends only, though).

L—— is articulate and knows how to adress an audience (probably because she has run the C——— talent show for so many years in a

Final Draft

7PA4c

Continue your final draft on this page, if you need to.

row). And whatever the topic she would speak well because she is well-educated.

I thank you for your time and hope you consider my candidate a good one.

Respectfully,

COS 3

Final Draft

7PA5a

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear Mrs. M——,

Recently, I, K——, F——, was requested to invite a guest speaker to speak to the seventh graders. I have decided that Mr. J—— S—— would be the best person to do this. I think this because Mr. S—— is a motivator, he is funny, and because he graduated here at N—— from the high school.

J—— S—— is great for

Final Draft 7PA5b

Continue your final draft on this page, if you need to.

the job because he is a real motivator. Mr. S—— is familiar with the pressures of being a teenager and he can help teens make the right choices. Mr. S—— can help teens make right choices by telling them stories of when he was younger and what people, including him; did then and what happened. Mr. S—— would teach the kids about good and bad things and choices like drugs and pressure.

Mr. S—— would make a great speaker because he is funny. No he does know when to be serious but also when not to be. The seventh graders

Final Draft

7PA5c

Continue your final draft on this page, if you need to.

would still learn, only they wouldn't be bored while they were sitting. they would actually be listening. while they were listening, they would be learning, which is very important.

Finially, Mr. S____ graduated here at the N____ High School. This makes him an even better choice because he is familiar with the area. Being familiar with an area can really help because he knows the good and bad places. Mr. S____ knows some of the teachers which would allow him to chat with the teachers and maybe give advice to certain troubled teens.

Final Draft 7PA5d

Continue your final draft on this page, if you need to.

By Mr. S—— graduating here, he sets a really good example to stay in school and finish.

Mr. J—— S—— would be a great speaker to the seventh graders because he is a motivator, he is and can be funny, and he graduated here at N—— High School. Please allow me to make this choice.

Sincerely,

COS 3

Final Draft

7PA6a

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear Mr. B—,

I think that a Holocaust survivor should come and speak to the seventh graders at our school. It would be great for the seventh graders to learn about World War Two before high school. They could learn how people, mainly Jewish people, were persecuted because of their religion. The speaker, Mr. D———, would be educational for everyone.

I know from past

Final Draft 7PA6b

Continue your final draft on this page, if you need to.

experience that the stories and memories that Mr. D_____ tells makes you think about everyday things you take for granted. When I was in seventh grade, I met Mr. D_____ in Seattle at the Holocaust Museum. He told me that he almost died in a concentration camp. I think he would come, since he's been here before.

My main reason for him to come though, is that the seventh grade class at our school is awfully spoiled. About 90% of them get whatever they want. Sure they are nice and friendly, but they don't seem to have a work ethic. Maybe if Mr. D_____ comes and talks with...

Continue your final draft on this page, if you need to.

them, the would see and understand that not everyone is as lucky as they are.

So in conclusion, ~~you~~ should call Mr. D_____ and ask him to come to W_____. The seventh grade class would both learn and understand what some people have to deal with. Well, thank you for reading my proposal to bring in the best speaker for the seventh grade class, I hope you agree. Oh, one more thing did I mention about when I went up to Seattle, Mr. D_____ showed us a movie based on his actual life? It talks about how the Nazis came and took he and his wife away, they both lived and get reunited. This would also

Final Draft 7PA6d

Continue your final draft on this page, if you need to.

be good for the seventh graders.
Thanks again.
Sincerley.

COS 3

You have been asked to recommend someone to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

7PA7a

To the principal,

I reccomend S_____ Z_____ to speak to the seventh graders at my school because she's honest, responsible, and she has good grades. these are the reasons I reccomend S____ Z_____ to speak to the seventh graders.

S____ is honest and I think this because she was elected teasurer in first grade, and all the way up to 5th grade S_____ is worthy of

7PA7b

speaking to the 7th graders because she is honest.

S____ is also very responsible which also makes her liable to speak to the 7th graders. I think she is responsible because she was also elected as vice president in 6th grade and president in 7th grade. Responsibility is what a person needs to be able to speak in front of a big audience, and S____ got it.

S____ also has good grades, really good. In elementry at the end of the year she would always get an award for academe excellence. Middle school was just the same. Every quater it would be straight As. Grades should be essential for speaking in front of the whole 7th grade or anything by that chance.

S____ Z____ is by much worthy

Continue your final draft on this page, if you need to.

7PA7c

of speaking to the 7th grade. She is honest, responsible, and she gets good grades. She is worthy of speaking to the 7th grade.

COS 3

7PA8a

Final Draft

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

1414 Rainbow Lane
Pot o' Gold Ireland 4444

Dear Principal,

My name is T___ S___. I'm an 8th grader at your school. You have given permission to invite a speaker to speak to the 7th graders at our school. I have a suggestion. It is to invite L___ P___ to speak.

Now you might be asking why, what can she do others can't? L___ P___ would come a talk about the WASL and ways to study and pass it. She helped write

Final Draft 7PA8b

Continue your final draft on this page, if you need to.

the WASL and knows it like the back of her hand.

You are pobably thinking she might have heloed write the WASL and knows it well but, can she help the kids? Yes, L— can. She took her own kids through her stading program. They received some of the best scores in the state.

I strongly suggest that you invite L— P— to talk to the 7th graders I'm sure the WASL scores for our school will be higher than you thought.

Sincerely,

COS 3

You have been asked to recommend someone to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

7PA9a

Dear Mr. B.___,

Theres a person who I think would make a remarkable seventh grade speaker. Her name is D.____ C.____, which is my aunt.

I know you might be thinking "no way", at first, because you don't know her or don't know who she is. But, maybe if I tell you how awesome she could be, you'd change your mind.

Continue your final draft on this page, if you need to.

7PA9b

Anyway, whenever I have a problem I always like to talk to my Aunt D___. She always seems to lead me in the right direction, no matter what subject. She's also not afraid to speak to big crowds. I think it's because she's an inner-k teacher and because she's been on television, talking about how kids grow up and how they act. So, that's why I would recommend my Aunt D___ as our seventh grade speaker (she'd be great).

Sincerely,

COS 3

Final Draft

7PA10a

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft **will be scored.**

You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would b

Dear Mrs. G——,

- I have a great suggestion for who should be speaker at the 7th grade graduation ceremony. Her name is L—— T——.

She is a Senior at C—— K—— High School. Her GPA is 4.0. She's on the Honor Roll and is Class

Final Draft 7PA10b

Continue your final draft on this page, if you need to.

president.

She's outspoken and very loud. All Her life she's been around children so, she isn't shy. I ___ is absolutely one of the funniest people I know! You got to meet her!

I read an article about her in the high school news paper. They were remarking her on her outstanding effort at the Childrens' Community Center.

I've heard so much about her. I think she is an excellent role model. I look up to her and admire her work.

Sincerely,

P.S.
Thank You!

COS 2

Final Draft

7PA11a

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft **will be scored.**

You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear The Principal of W— R— Middle School,

I am one of the many students atending W— R— Middle School at this time. I am writing you today about a speater I though we could have, I Know you would enjoy having the pessure of having come and speak, and this speaker everyone knows insided of having some one come we dont even heard of before.

This persons a real inspirer and has everyones best intrest at heart.

Final Draft

7PA11b

Continue your final draft on this page, if you need to.

Hes one of thoughs people who we'll really lisen to

He could put some really creative ideas in our heads.
we could learn some much, I personly know we could. And we could hear what he has to shy on a lot of things.

And thats just some of the many ideas an' why I would like your permission on inviting the Perient of the United States of America come to our school.

Think of all the possibilitys just meeting the Perident of the United States of America, could have a really big inpact on our lifes. →

Final Draft

7PA11c

Continue your final draft on this page, if you need to.

"Please think of the greate good"
Thanke you for your time.

Sinerly yours.

COS 2

Writing

Final Draft

7PA12a

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used. Your final draft will be scored.**

You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear. Principal

Im writing you a letter to ask you to pick J.— F.—— to speak to the Seventh graders. I think you should pick him because he is a A student at the school and he would like to talk to the kids "I mean" the seventh graders. I think J.— is a good student that will listen to the kids and answer all there questions.

J.— F.—— will talk to them about the stuff they did not

Final Draft 7PA12b

Continue your final draft on this page, if you need to.

know about before, you should pick J— because he does not get mad at enybody only if they say stuff. Beth he hardly ever gets mad for anything. The thing that J— does best is studys and work hard. I think J— should be the speaker for the seventh graders because he has gotten good point averges and perfect attendents for L— & C— for the hole year. Every time we halve a test he gets about 95% or more he is one of the best students in the shool. When we have the give speackers in class he is really poinerful with his speaches. Im just saying you should pick him

sincerely

COS 2

Final Draft

7PA13a

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear Mr. C_____,

I believe that I have a great idea of who should come to speak to our school. I believe this Man could positivly influence our school in more ways then one. This person is Dr. Martin Luther King.

Martin Luther King was an extremely positive person. This would be a good type of person

Final Draft

7PA13b

Continue your final draft on this page, if you need to.

to come to this school. He also has many good values that could be taught.

I think having Martin Luther King come to our school would be a unique learning experence for everyone, he had so much to offer, and everyone would be greatly effected by his coming.

Thank you for your time.

Sincerely,

COS 2

You have been asked to recommend someone to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

7PA14a

Dear Mr.T____ I think a good speaker would be my father. The reason is because he had to go to prison. So he could tell the kids what it's like and how hard it is to get back on track with your life. He could tell them what they could do not to get sent to prison. He could also talk about

Continue your final draft on this page, if you need to.

7PA14b

how hard it is to survive
in a place like that.

COS 2

Final Draft

7PA15a

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used. Your final draft will be scored.**

You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear Principal,

I have an idea for someone to talk to the seventh graders in our school. His name is J—, he has been in the military for 36 years. This person has been through it all, he knows whats right and whats wrong.

If you don't like this person I have another idea for you to choose from. This person is named J—, She has worked on a farm for 28 years. She can talk to kids and make them understand. She is an excellent speaker, and loves kids.

I hope you like the choices I have given you, and I would like to thank you for your

111

Final Draft

7PA15b

Continue your final draft on this page, if you need to.

time.

Thanks a lot.

COS 2

112

Writing

Final Draft

7PA16a

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear principal,

I am writing this letter to you in response of your inviting me to choose someone to speak to seventh graders. My first choice would be a 15 year old named H——. He hasn't been to a public school, of what he said, and has a grim expression, always doing unthinkable things. He's a lot smarter than most people and he's overall a pretty good person.

After the age of 7 he couldn't get

Final Draft

7PA16b

Continue your final draft on this page, if you need to.

schooled much because of his profession. By 10, he knew what we know now. Another person is (B____ M___. He is my brother and has been to a public school. He holds a job at Rite Aid*, a pharmacy.

He's married to someone named S____ M___ (it used to be O____).

His social skills are top notch and is pretty nice. The last person is J___ K____, my cousin. He's also been to public school and currently resides at home. He's the computer guy but his social skills are somewhat lacking. Choose which you find best.

Your student,

COS 1

You have been asked to recommend someone to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

7PA17a

Dear Principle.

I am recomending my friend T___ for the speech. I think he's more than qualified for the job. He is inteligent and has stamina. He's also friendly and a good talker.

T___ is good at talking to most anyone, and is quick to get the point off. He's even a good writer. His speach

115

Continue your final draft on this page, if you need to.

would be great. If I would just be another piece of quality work for him. 7PA17b

COS 1

Writing

Final Draft

7PA18a

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with ~~your~~ words. **Spell check may not be used.** Your final draft will be scored.

You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Hey, Mr. B——

Hey, How is it going. I was wondering if my biological dad, D—— D. J—— can come in and give a speach about something. Maybe he could talk about his life, maybe even his Job or his kids. If my dad came in he probably would be prepared to give a good speach. My dad would probably say "stay in school, because He didn't stay in school or something like that." My dad might give a speach about his life, and what happened to him to make him like what he is now.

Final Draft

7PA19a

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used. Your final draft will be scored.**

You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear Principal the best speaker to speck to the seventh graders. Is the seventh graders techer Becaus hi techis the students for a yaer Also because hi goes to the same-school that the seventh graders go to. Principal if I dedent convince you thers a other person. That person is the canselet because all of the students hav him. The canselet specks to other students befor and he hous what

Final Draft

7PA19b

Continue your final draft on this page, if you need to.

to speck about.

Dear
Student

COS 1

Conventions

Washington Assessment of Student Learning in Writing, Grade 7
Conventions
2001 Anchor Set Annotations

Note: A common set of conventions anchors were selected from papers written for the 1998, 1999, and 2000 assessments to ensure consistency.

7CA1 (CONV 2)
The response consistently follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, sentence formation, and paragraphing. A few minor errors occur in punctuation, *...having school that day and, having school the next day...Oh I have all the time in the world,* and spelling, *I can due something else....* Missing ending punctuation causes an occasional run-on sentence: *Listen to them Its hard to do that when you have the T.V. turned on way up.* Considering everything the writer has done correctly, the use of internal punctuation, for example, the few minor errors do not outweigh the overall control demonstrated. The best-fit Conventions score for this piece of writing is a 2.

7CA2 (CONV 2)
The response consistently follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, sentence formation, and paragraphing. No errors occur in spelling or sentence formation. Capitals are used correctly with the exception of one unnecessary capital: *It has great topics and It is very interesting* . One awkwardly constructed sentence, *...along with your popular music lyrics you shold put a little column in there where people who write songs and have their songs seen,* is most likely a hasty error, *and* instead of *can*, since no other usage errors occur. Punctuation is appropriate with only one extraneous comma: *...I think are rather vague, like the student dress codes, and academic standards.* The best-fit Conventions score for this piece of writing is a 2.

7CA3 (CONV 2)
The response consistently follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, sentence formation, and paragraphing. This is a nearly flawless performance with no errors in spelling, capitalization, sentence formation, or usage. Paragraphs are indicated. There is one omitted word: *Anything done to help the environment is step toward a better world.* A few minor errors in the use of commas occur: *One way is to conserve water, by turning the faucet off...It is a good idea to have lots of green plants in your home, to absorb pollutants....* Ending punctuation, however, is used appropriately. The best-fit Conventions score for this piece of writing is a 2.

7CA4 (CONV 2)
This response consistently follows the rules of standard written English for usage, capitalization, punctuation, sentence formation, and paragraphing. Though very brief, this paper has few errors. The student spells *sincerely* correctly—a very common error at higher grade levels, and simple sentences are formed without error. There are two spelling errors: *succesful* and *quite* (quiet).

7PA1a: = Grade, N = Persuasive, A = Anchor, 1a = Paper Number
7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number
7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

The paragraph is indented. Commas are used in the series, and punctuation is accurate. The best-fit Conventions score is a 2.

7CA5 (CONV 2)
The response consistently follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, sentence, and paragraphing. One minor usage error occurs with the use of the wrong preposition: *I am extremely concerned on this issue.* And one word is misspelled: *sincerly.* Otherwise, the writer demonstrates solid control over conventions with no errors in capitalization, punctuation, sentence formation, or paragraphing. The best-fit Conventions score for this piece of writing is a 2.

7CA6 (CONV 2)
This response consistently follows the rules of standard written English for usage, capitalization, punctuation, sentence formation, and paragraphing. Sentences, even those with more complex structure, are generally well formed: *Even though he is tesed [teased] and works all day, he doesn't complain at all.* This student's difficulty is spelling (*tirelesly, tesed, recieve, beginnig),* though some more difficult words are spelled correctly: *destructive, rescue, proposal.* He or she does not understand the concept of breaking words into syllables at the end of lines when the word carries over, as evidenced by the splitting of words such as *thou-gh* and *Awa-rd.* The student uses *as* correctly: *The school looks just as it did at the beginnig of the school year, brand new.* Paragraphs are indicated. The best-fit Conventions score is a 2.

7CA7 (CONV 1)
This response generally follows the rules of standard written English for punctuation and sentence formation. There are numerous spelling errors of below grade-level and grade-level words: *there, nices, assignnments.* Punctuation is somewhat random; in one place the student correctly punctuates *don't* and in another, he or she leaves out the apostrophe. The writer uses capitalization incorrectly in places (*...Come to class with your supplies so you don't have to borrow all the time, Don't start trouble...)* and fails to capitalize the beginning of sentences: *this is what you need to do in order....* The response is all one paragraph and is not indented. The best-fit Conventions score is a 1.

7CA8 (CONV 1)
The response generally follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, and paragraphing. Some usage errors occur: *...they stopped they like smack their feet...* and *...in a very fast and complicated steps....* Several commonly used words are spelled incorrectly: *awsome, tapers* [tappers], *their* [they're], *there* [their], *Probaly.* Due to a lack of ending punctuation, numerous run-together sentences occur: *My family and I went to the Coliseum to see the tap dancing you know when the people do all that noise with their feet.* In addition, apostrophes are not used appropriately: *Its me...couldnt.* Capitals are used where needed, and paragraphs are indicated somewhat. The best-fit Conventions score for this piece of writing is a 1.

7PA1a: = Grade, N = Persuasive, A = Anchor, 1a = Paper Number
7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number
7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

7CA9 (CONV 1)
The response generally follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, and sentence formation. The use of commas instead of periods or question marks causes a few comma splices to occur: *How are you guys, I am good...Anyway how are things at the farm, It's preety good down here.* A few common words are misspelled: *preety, Their* [There], *rewine, halft*. Titles are not underlined or put inside quotation marks although they are capitalized appropriately. Paragraphs are not indicated. No serious usage errors are noticeable. The best-fit Conventions score for this piece of writing is a 1.

7CA10 (CONV 1)
The response generally follows the rules of standard written English for usage, punctuation, and sentence formation. Paragraphs are sometimes indicated. Numerous misspellings of common words interferes somewhat with understanding: *Entertanement, companyon, haveing, accompolishes, Distroying, scoities, sencivity, twards, a nother, beleve, doeing, Maby*. In addition, this writer shows almost no control over capitalization. Numerous words are erroneously capitalized, *...when really happens our Reaction will be...you Just Dust you're self off,* and proper nouns are not capitalized appropriately: *"that Girl!", Walker texas Ranger.* Although few errors are made in usage, punctuation, and sentence formation, the density of errors in spelling and capitalization are severe. The best-fit Conventions score for this piece of writing is a 1.

7CA11 (CONV 1)
This response generally follows the rules of standard written English for punctuation, paragraphing, and sentence formation. Some common words are misspelled: *suluit, beiend, wheather, comprehencion, recieves.* There are also a number of usage errors: *making others see that he's a good person and he need reconized for his talent... This person can get the reconion he deserves as long as people see he for this.* In the response, the writer attempts some complicated sentence structures with varying degrees of success. The writer uses commas after introductory words: *Secondly,....* Paragraphs are indicated. The best-fit Conventions score is a 1.

7CA712 (CONV 1)
The response generally follows the rules of standard written English for spelling of commonly used words, capitalization, punctuation, and sentence formation. Numerous usage errors are apparent: *a awsome movie...You probaly all ready seen it...cause he don't try to be...Like the rest of them people do....* Run-together sentences indicate some lack of control over sentence formation: *...I love the way they look write back to me some time....* There are several spelling errors: *Probaly, choclate, Its* [It's], *cause* [because], *snoby.* The beginnings of sentences are usually capitalized, but elsewhere capitals are used randomly, *thouGht,* and proper nouns are not properly capitalized: *manly manson...charlie and the choclate factory...charlie bucket.* Paragraphs are not indicated. The best-fit Conventions score for this piece of writing is a 1.

7PA1a: = Grade, N = Persuasive, A = Anchor, 1a = Paper Number
7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number
7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

7CA13 (CONV 1)
The response generally follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, sentence formation, and paragraphing. Several usage errors are apparent: *Us kids would not like to...sit all day in these "Dumb Desk!!"...also would hate to warsh our suites and dressed.* Some commonly used words are misspelled: *Use* [us], *wen't, somewere, warsh, suites.* Internal punctuation is not used appropriately: *Our parents also would hate to warsh out suites and dressed everyday, and hang them to dry.* Capitals are used inappropriately at times: *Dumb, Suites.* Paragraphs are indicated. The best-fit Conventions score for this piece of writing is a 1.

7CA14 (CONV 0)
This response mostly does not follow the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, sentence formation, and paragraphing. In this response, the writer does not separate his or her thoughts into separate sentences, but rather, leaves out all end punctuation except at the end of the paragraphs. Occasionally, the writer separates sentences using a comma, creating comma splices: *I know that my teacher doesn't like to give out refurals but she does, those are reasons why I picked her.* A few words are misspelled: *refurals, practicly.* There is a high density of serious errors in this brief response. The best-fit Conventions score is a 0.

7CA15 (CONV 0)
The response mostly does not follow the rules of standard written English for spelling of commonly used words, capitalization, and paragraphing. Numerous misspelled words make this piece difficult to read: *Dera, realy, Sem, Are* [our], *gust, nuthing, macks, tims, tast swar, alife, machd.* Some usage errors occur: *...the meat look like....* No paragraphs are indicated. Capitals are not used appropriately: *...like the firday Hotdog...onec or tice a meth. the berud is old....* Missing ending punctuation causes a sentence formation error: *the berud is old and hared, the meat look like someone ran over it....* The best-fit Conventions score for this piece of writing is a 0.

7CA16 (CONV 0)
The response mostly does not follow the rules of standard written English for spelling of commonly used words, capitalization, punctuation, sentence formation, and paragraphing. A density of errors in this brief piece makes it difficult to read. No punctuation is used, and commonly used words are misspelled: *dont, where* [were], *wont.* Capitals are used randomly, *...no Reason for taking....* No control over sentence formation is demonstrated. Paragraphs are not indicated. The best-fit Conventions score for this piece of writing is a 0.

7CA17 (CONV 0)
The response mostly does not follow the rules of standard written English for spelling of commonly used words, capitalization, punctuation, sentence formation, and paragraphing. No control over sentence formation is demonstrated. Lack of correct punctuation causes numerous sentence errors: *Hey this is F____ I'm just writting a letter about the movie I saw, it was asome.* Common words are misspelled: *writting, asome, coast* [cost], *foward, isnt.* Some usage errors occur, *The coasts is very cheap...*, and capitals are not always used where appropriate: *its on*

7PA1a: = Grade, N = Persuasive, A = Anchor, 1a = Paper Number
7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number
7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

thursday. Only one paragraph is indicated. The best-fit Conventions score for this piece of writing is a 0.

7CA18 (CONV 0)
The response mostly does not follow the rules of standard written English for spelling of commonly used words, punctuation, and sentence formation. Some usage errors occur: *Well, I should aready ruined them.* Commonly used words are misspelled: *Im, wach, aready, answere, plese.* There is a lack of control over sentence formation: *You need tv to give us something in return television is the answere.* While some punctuation is used appropriately, *Well, I should aready...*, a lack of ending punctuation makes the piece difficult to read: *How are you Im fine, I wrote to you because....* The best-fit Conventions score for this piece of writing is a 0.

7CA19 (CONV 0)
This response mostly does not follow the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, and sentence formation. In this response, the writer does not separate his or her thoughts into separate sentences, but rather, leaves out all end punctuation except at the end of the response. There is a usage error (*you needs)* and some random capital letters. Simple words are misspelled: *well* (*will*), *you're* (*your*). There is a high density of serious errors in this brief response. The best-fit Conventions score is a 0.

7PA1a: = Grade, N = Persuasive, A = Anchor, 1a = Paper Number
7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number
7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

Final Draft

Directions: Before you begin your final draft, read the checklist on page 46 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have done that, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft.

Decide on how much TV you think students should watch, and then write several paragraphs to convince parents to follow your advice.

Students watch a lot of T.V. Some of that T.V. is inappropriate for students at younger ages. When students watch T.V., it takes away time they could be spending on homework.

I think that students shouldn't watch T.V. at all on school nights. My deffinision of a school night is having school that day and having school the next day. A Sunday wouldn't be considered a school night because the students didn't have school that day. Friday wouldn't be considered a school night

7CA1b

Final Draft

Continue your final draft on this page, if you need to.

because there wouldn't be school the next day, saturday.

I think that T.V. shouldn't be watched by students on school nights because it takes away homework time for students. If they are done with their homework, then they still shouldn't spend their extra time watching T.V. They should spend some of their time with their families.

I think that some kids will say that they have their homework done, at least the homework for the next day, but some kids could have projects or big papers due, not anytime soon, but still are due. Some kids will think, "Oh. I have all the time

Final Draft

Continue your final draft on this page, if you need to.

in the world. I don't have to do it now I can go due something else. I know this because I am one of those kids. I don't always want to do something right then and there. If a kid goes off and watches T.V., they will forget about their homework, or at least that big project that's due, and won't do it until the last minute. Then they are up all night and the next morning they are complaining to you that they're tired. Nobody wants that, do they?

Wouldn't every parent want their child to spend all their free time with them. For some kids it's like "Spend time with my parents? Me? Why?" Well, why not? For one thing, if you're watching T.V. you can't. I think it's really great

7CA1d

Final Draft

Continue your final draft on this page, if you need to..

that kids spend time with their parents. I think that kids should spend time with their parents because they should get to know them. Learn about their childhood, learn about what they thought about adults when they were young. Listen to them. Its hard to do that when you have the T.V. turned on way up.

I think that kids watch too much T.V.; they get hooked and their lives revolve around a T.V. set. That's not how they should spend their childhood. Kids should also get involved with other things like sports so they have no time for T.V. and they loose intrest.

Some T.V. is good, some T.V. is bad. Kids should be limited so they don't spend their childhood infront of a box

7CA1e

Final Draft

Continue your final draft on this page, if you need to.

that spells out color images.

CONV 2

7CA2a

Final Draft

Before you begin your final draft, read the checklist on page 47 again. When you have made your revisions and edits, write your final draft on this page and the next two pages, if you need them.

After you have done that, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft.

Your final draft will be scored.

Remember, you are to compose a letter to the editor of "Student Voices" explaining your opinion on one issue of vital concern to you and your peers.

Dear Editor,

Your newsletter is outstanding. It has great topics and it is very interesting.

Most of the topics are great and you should keep them in, but 2 of the topics I think are rather vague, like the student dress codes, and academic standards. I don't think anyone pays any attention to those.

I think you should take them out and put new topics in. for instance: an advice column, a sports column on how the school games are going, clubs and activities, and along

7CA2b

Final Draft

Continue your final draft on this page, if you need to.

with your popular music lyrics you should put a little column in there where people who write songs and have their songs seen. Good luck with your career and thank you for your time.

Sincerely;

CONV 2

Final Draft

Before you begin your final draft, read the checklist on page 47 again. When you have made your revisions and edits, write your final draft on this page and the next two pages, if you need them.

After you have done that, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft.

Your final draft will be scored.

Remember, you are to compose a letter to the editor of "Student Voices" explaining your opinion on one issue of vital concern to you and your peers.

Dear Editor of Student Voices:
I am writing in on the issue of Improving the Environment.
I believe this issue is very important to myself and other students. Improving the environment is of great signifigance to us, because we (people) are the only ones who can.
Some problems the issue of Improving the Environment pose are that many people, not just students, assume that they cannot make a difference. Helping to save the environment could

7CA3b

Final Draft

Continue your final draft on this page, if you need to.

be as little as picking up a candy wrapper off the sidewalk, or as big as preserving part of the rainforest. Anything done to help the environment is step toward a better world.

There are many ways to help improve the environment. One way is to conserve water, by turning the faucet off when brushing teeth or washing your hands. In the summer when it is hot, it's important to water your lawn early in the morning, or late evening, when the least amount of water will evaporate. Recycling various containers, such as glass, aluminum cans, and paper is a good idea, also. Do not pour old car oil down the drain or into sewers. There are many car oil recycling places to take it to. It is a good idea to have

7CA3c

Final Draft

Continue your final draft on this page, if you need to.

lots of green plants in your home, to absorb pollutants and produce oxygen. Try to eat less beef in fast food, because the land cattle graze on is often cut-down rainforest, which will not grow back. Also, eat more organic food, which uses very little, if any, pesticides or herbicides which can harm the environment.

In closing, I would like to thank you for your time and patience spent reading this letter.

Sincerely,

CONV 2

7CA4a

Final Draft

Directions: Before you begin your final draft, read the checklist on page 48 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft will be scored.

Write a letter to a new student that explains what he or she needs to know to be successful in the seventh grade.

Dear student,

To be succesful in the seventh grade you must do your work, listen to your teachers, and be quite. I hope your 7th grade will be the best.

7CA4b

Final Draft

Continue your final draft on this page, if you need to.

Sincerely,
R———

CONV 2

7CA5a

Final Draft

Before you begin your final draft, read the checklist on page 47 again. When you have made your revisions and edits, write your final draft on this page and the next two pages, if you need them.

After you have done that, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft.

Your final draft will be scored.

Remember, you are to compose a letter to the editor of "Student Voices" explaining your opinion on one issue of vital concern to you and your peers.

Dear Editor,

I am writing you concerning the problem with stealing at school. I have had many of my belongings stolen at school. They have been stolen from lockers, backpacks, and classrooms. I am extremely concerned on this issue. Some things that I have had stolen were expensive. I have had a pair of fifty eight dollar tennis

7CA5b

Final Draft

Continue your final draft on this page, if you need to.

shoes stolen, a forty dollar jacket stolen, and twenty-five dollars stolen from my wallet. I thought at the time that they would be safe inside a locker or a backpack, but I was wrong.

I think that there is a way to stop stealing at school, but I haven't come across any new ideas. The only thing that I've been able to think of to solve this problem is to watch my belongings at all times, but that will be very hard.

I think that this is a problem for many students, not just me. And if any students have any suggestions they should write you so that other students can benefit from their discovery.

7CA5c

Final Draft

Continue your final draft on this page, if you need to.

I would like to thank you for your time and effort.

Sincerly Yours.

CONV 2

7CA6a

Final Draft

Directions: Before you begin your final draft, read the checklist on page 38 again. When you have made your revisions and edits, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used. Your final draft will be scored.**

Think about a new award you would like to start at school. This award can be given to a student or an adult. In a letter, identify for your principal what the award would be, whom you would choose, and persuade him or her why this person should receive this award.

Dear Mr. M—,

I think the school shald make a new award called "The Janitor Award". Our janitor works tirelerly all day and I think we need to show him some respect.

The award wald be for the janitor in our school. We would award it to

7CA6b

Final Draft

Continue your final draft on this page, if you need to.

him if he has worked very hard and done a good job.

Our janitor should recieve this award because he works very hard to keep our school clean. Every time there is a mess somewhere that's to big for a student or a teacher, the janitor comes to the rescue. He is there in minutes and clears it up.

Our janitor doesn't complain about his job either. Even though he runs into some horrible things, he doesn't complain, just does his job. Even though he is is tired and works all day, he doesn't complain at all.

The janitor has kept our school

7CA6c

Final Draft

Continue your final draft on this page, if you need to.

looking brand new all year. The school looks just as it did at the beginning of the school year, brand new. Even though kids have been destructive and done horrible things, he/she kept the school spotless.

Thank you for taking the time to listen to my proposal, I hope you will consider making this award.

Sincerely,

I. J.

CONV 2

7CA7a

Final Draft

Directions: Before you begin your final draft, read the checklist on page 48 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft **will be scored.**

Write a letter to a new student that explains what he or she needs to know to be successful in the seventh grade.

Dear new student, to be Successful in the 7th grade you need to be in class before the bell rings so your not tardy, Come to class prepared to learn so you know what your doing. Come to class with your shpplies so you don't have to borrow all the time, Don't start trouble with classmates or other students, turn in all of your assignments so

7CA7b

Final Draft

Continue your final draft on this page, if you need to.

You get good grades. Don't mouth off to your teachers, and don't pop off. this is what you need to do in order to be successful in the seventh grade.

CONV 1

7CA8a

Final Draft

Compose a letter to your friend explaining why you enjoyed a book you have read OR a movie OR live performance you have seen.

Dear C—,

It's me E—. My Family and I went to the Coliseum to see the tap dancing you know when the people to do all that noise with their feet It's so weird how they do that, they like twist their iron anklets all over. What was really amazing was how they all did it at the same time and when they stopped they like smack their feet right on the floor as hard as they could. Then they did they made this

Final Draft

Continue your final draft on this page, if you need to.

tremendous Sound

It was very expensive, but it was worth its. You should go see them and you will be amazed. Now it was awsome, they used a like rythm that they tapped out by the heels and toes in a very fast and complicated steps. The noise I guess, is emphasized by the taps on the tapers shoes. You know what? I bet you that the people who do that after their done performing, there ankles hurts so bad its unbelievable. Probaly some of them when they first started they twisted their own of ankles and couldnt do the dancing agian in like a month or so. Wouldn't that

Final Draft

Continue your final draft on this page, if you need to.

Stink. Well, I have to go bye

Your Friend,

CONV 1

7CA9a

Final Draft

Directions: Before you begin your final draft, read the checklist on page 38 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have done that, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft.

Compose a letter to your friend explaining why you enjoyed a book you have read OR a movie OR live performance you have seen.

Dear T—— and R——

How are you guys. I am good although my ankle is strained so I can't do very much. Anyway how are things at the farm, It's preety good down here. Before I strained my ankle I saw a really good movie called Saving Private Ryan. The story was about 4 brothers went to war and 3 of them were killed, So now it is up to Tom Hanks and his men, to bring a mother's son home. Their is really nothing to do when I get done with my home work so I am

7CA9b

Final Draft

Continue your final draft on this page, if you need to.

reading this really cool Science fiction book called Star Man's Son. I am not quite done with the book so ~~...~~ nah never mind, I don't want to rewine the story for you. So you will halft to read it for yourself. I hope you guys can come down from S ——, sometime, but until then see ya.

Your Friend

CONV 1

7CA10a

Final Draft

Directions: Before you begin your final draft, read the checklist on page 46 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have done that, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft.

Decide on how much TV you think students should watch, and then write several paragraphs to convince parents to follow your advice.

Television. Man Kind has created this device for many reasons: Entertainement, a companyon when we're lonely, A fiend to confide to when we're tired of haveing secrets blabbed out by fiends. Television not only accompaliskes these tasks but it also completes outhers. The wholsom shows of the past such as: "cl Love Lucy" and "that Girl!" have melted into not so whdsom shawes such as: Walker texas Ranger, and WWF Monday night Raw!.

Final Draft

Continue your final draft on this page, if you need to.

These, Never Cables shows are Distroying our scaities sencivity twards Real life tragities, to. If we see something on tv enough, when really happens our Reaction will be different. It's like goeing to war. If enough soldgers are being killed right in front of you after a while you Just Dust you're self off and step over them. Not thinking anything of it because It's happend soo much. I'll bet the first time you saw: A school shooting you were Horrified. you were so discusted you wanted to Just throw up! but after a while and after you saw the last school shooting you Just said "a nother one I cant bekeve it!" Then you went on doeing what

7CA10c

Final Draft

Continue your final draft on this page, if you need to.

ever you were doeing before.
even when kids watch t.v. They loose touch with Reality. they don't understand T.V is not real. I think that because all the violence anyone and everyone should watch only 5 hours of Telivision a week. Maby 7 hours if you don't watch violent shows because t.v. also depleats brain cells. Maby that's why school shootings happen, and people comitt crimes. because they watch soo much tv there stupid.

CONV 1

7CA11a

Final Draft

Directions: Before you begin your final draft, read the checklist on page 38 again. When you have made your revisions and edits, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft **will be scored.**

Think about a new award you would like to start at school. This award can be given to a student or an adult. In a letter, identify for your principal what the award would be, whom you would choose, and persuade him or her why this person should receive this award.

Dear Principal,

My name is P— S— I've come forward on this day to talk about award hand-outs and people who are not recognized for their talents, people like my good friend and fellow student- B— W— B— W— is a helpful, kind, and humorous person who enjoys helping his Community eating popcorn, watching scarry movies with the lights off, helping people, working at

7CA11b

Final Draft

Continue your final draft on this page, if you need to.

homeless shelters, and working towards the preservation of endangered species. I propose their should be a new award made to suit a person with "dignity." a person that has the guts to go out there and say this is wrong, a person like my friend B———. The main reasons that he should be given this award are because of his willingfulness to help other, his thankfulness (nothing taken for granted), and keen ability to make a person feel special.

First of all, B———'s willingness to help others has gone beiond just personal get go (the nice feeling of helping others). Whenever he helps someone it's like he's helping himself in a way. It goes beiond comprehinsion whether his help is community, homeless shelter, or if it's as simple as helping an old lady across the road, his personal

7CA11c

Final Draft

Continue your final draft on this page, if you need to.

is probbloma lyalot more than you'd think.

Secondly, B—— 's greatfulness has a trait that B—— has carried for a long time, he is a person of greatfulness and anything he recieves he's thankful for. B—— considers himself luckly to have been not born into poverty. "A gift is a gift" as he would say. I'd say he's not so much as a wanting person but a giving person.

Lastly, B—— is a very outspoken humerous person who likes to make people laugh and lift their spirits which has brought him a long way in making others see that he's a good person and he need recoized for his talents. B—— 's unique ability should not go unnoticed but be recanized for a reward

7CA11d

Final Draft

Continue your final draft on this page, if you need to.

that has been for so very long deserved.
Prior to so much that B——— has given. I think it's time we gave a little something back to my friend B—— W——. he deserves this reward. How many people can you say this much about and how many people does it take to reconize a person like this?, I'll tell you not that many and only one. This person can get the reconion he deserves as long as people see he for this.

Sincerely

CONV 1

7CA12a

Final Draft

Directions: Before you begin your final draft, read the checklist on page 38 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have done that, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft.

Compose a letter to your friend explaining why you enjoyed a book you have read OR a movie OR live performance you have seen.

Dear mr— m—

How are you doing? I just finished an awsome movie. You Probaly all ready seen it! It's charlie and the chaclate factory. That's one of my favorite movies. I like charlie bucket cause he don't try to be some thing that he's not like the rest of them people do. This movie was pretty cool cause people that never listen to willy wonka got hurt. SLUGwert

7CA12b

Final Draft

Continue your final draft on this page, if you need to.

was the coolest Guy because he was the bad Guy in the movie and every one hated him. my favorite part in this move was when willy wonka started to twik out on the boat like zum zum did in your song! (BY the way that was a cod song!) my second favorite people were the little umplelumpas cause it seemed like they hated the snoby kids and that's cool and I love the way they look write back to me some time and Tell me what you thought about this movie!

♡ ♡

CONV 1

7CA13a

Final Draft

Before you begin your final draft, read the checklist on page 47 again. When you have made your revisions and edits, write your final draft on this page and the next two pages, if you need them.

After you have done that, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft.

Your final draft will be scored.

Remember, you are to compose a letter to the editor of "Student Voices" explaining your opinion on one issue of vital concern to you and your peers.

Dear Editor,

I think it would be dumb to have a dress code. US kids wouldnot like to wear Suites or dresses to school everyday.

Use Kids like to wear something comfortable, because we have to sit all day in these "Dumb Desk!!" not you.

If we went on a field trip to another school or a zoo or somewere

7CA13b

Final Draft

Continue your final draft on this page, if you need to.

We would all be teased by other kids or people about our dumb suites and dresses!

Our parents also would hate to wash our suites and dressed everyday, and hang them to dry.

CONV 1

7CA14a

Final Draft

Directions: Before you begin your final draft, read the checklist on page 38 again. When you have made your revisions and edits, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used. Your final draft will be scored.**

Think about a new award you would like to start at school. This award can be given to a student or an adult. In a letter, identify for your principal what the award would be, whom you would choose, and persuade him or her why this person should receive this award.

Dear Mr. M— I think we should have an award on most refurals given by a teacher and I would probably have to pick my teacher Mrs. A—— because my class is the worst, practicly everyone has recieved a refural from my teacher Some kids have more than one and some were suspended for a while from all

7CA14b

Final Draft

Continue your final draft on this page, if you need to.

of the refusals.

I know that my teacher doesn't like to give out refusals but she does, those reasons are why I picked her.

CONV 0

7CA15a

Final Draft

Before you begin your final draft, read the checklist on page 47 again. When you have made your revisions and edits, write your final draft on this page and the next two pages, if you need them.

After you have done that, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft.

Your final draft will be scored.

Remember, you are to compose a letter to the editor of "Student Voices" explaining your opinion on one issue of vital concern to you and your peers.

Dera newspaper

The food at are school is realy bad. Sem of the food is ok like the firday Hotdog. Most of it is bad. Are school has a good cook but it is

7CA15b

Final Draft

Continue your final draft on this page, if you need to.

gust that she hus nuthing
to work with to mack
good food. Se'm tims she
macks really good food
ones or tice a meth.
the bread is old and hard,
the meat look like someone
ran over it 20 tims and tast
like it to. I swar the
cile is stin alife and the

7CA15c

Final Draft

Continue your final draft on this page, if you need to.

mached potatos are like clay

and rust like clay

from

CONV 0

Final Draft

Before you begin your final draft, read the checklist on page 47 again. When you have made your revisions and edits, write your final draft on this page and the next two pages, if you need them.

After you have done that, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft.

Your final draft will be scored.

Remember, you are to compose a letter to the editor of "Student Voices" explaining your opinion on one issue of vital concern to you and your peers.

I dont think we should where school uniforms I think that We should have no Reason for taking this test Bracause it wont Pass us

CONV 0

7CA17a

Final Draft

Directions: Before you begin your final draft, read the checklist on page 38 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have done that, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft.

Compose a letter to your friend explaining why you enjoyed a book you have read OR a movie OR live performance you have seen.

Dear, R——

Hey this is F—— I'm just Writting a letter about the movie I saw, it was asome. The movie was called "Life".

R—— I thinR we should watch a movie on Saturday, because its fun and exciting thats why I'm writting this letter, we could watch "Life", "Matrix" or whatever movie you went to watch, the coast is four dollars

BEST COPY AVAILABLE

Final Draft

Continue your final draft on this page, if you need to.

and the food is my treat.
I hope your looking foward
to this movie, if your not
looking fward to this movie
we could always go and
see a live performance or
wrestling macth whatever you want
to call it, its on thursday..
The main event is Stone
Cold Steve Austin Vs. The Rock,
and DX vs. The Big Shaw Paul
White. The coasts is very
cheap its only twelve dollars
for floor seats isnt that
asome Thanks for reading
this letter, I hope your
interested, see ya later

P.S. Call me or write

BEST COPY AVAILABLE

Final Draft

Continue your final draft on this page, if you need to.

me if your up to it,
thanks.

Sincerly,

CONV 0

7CA18a

Final Draft

Directions: Before you begin your final draft, read the checklist on page 46 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have done that, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft.

Decide on how much TV you think students should watch, and then write several paragraphs to convince parents to follow your advice.

Dear, R——— D——— _____

How are you. Im fine, I write to you because I wanted to tell you, that kids should watch upto 3 hours of television You want me to watch 3 hours but thats not enough You say television will ruin my eyes. Well, I should already ruined them- I work hard in school I

7CA18b

Final Draft

Continue your final draft on this page, if you need to.

I should get to watch
tll more.
I dont know what you
think, but I want to
watch my fapvite television
shows kids try hard
in school. You need tv
to give us something in
return television is the
answere. So plese reconsider
your cruel and unjust
law and let us watch
more tv.

love

CONV 0

BEST COPY AVAILABLE

7CA19

Final Draft

Directions: Before you begin your final draft, read the checklist on page 48 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft will be scored.

Write a letter to a new student that explains what he or she needs to know to be successful in the seventh grade.

Dear B—,

Hi I am K— and I understand that you well be joining me in my school well to so good in my school You need to pay attention, study, work hard, and you needs to so youre homeworks on time.

Youre friend

CONV 0 K— P—

Grade 7 Anchor Set Annotations, Spring 2001 WASL in Writing

"Presentation Guide"

For Principals

Introduction

The following guide is designed for principals to use with staff, to introduce the use of the *Grade 7 Anchor Set Annotations, Spring 2001 WASL* in Writing document. The document has two applications:

- Teachers in grades 5–7 will be able to use the document as a tool for identifying quality student writing, improving writing instruction, and improving student achievement in writing.
- The materials in the document may also be used to teach students to assess and improve the quality of their own writing and to set goals.

Purpose

The purpose of this publication is to encourage all principals to conduct a staff presentation introducing the *Grade 7 Anchor Set Annotations, Spring 2001 Writing WASL* document.

A staff presentation will lay the foundation for grade-level teams, cross-grade level teams, or individual teachers to delve further into the *Annotations* document for the purpose of enhancing writing instruction.

Presentation Overview

Arrange participants in groups of 3–5 people per group. The presentation should take approximately one hour.

1) General Information for Staff	(2 minutes)
2) Scoring Activity	(15 minutes)
3) Instructional Implications Discussion	(15 minutes)
4) Debriefing the Activity: Group Discussion	(14 minutes)
5) Next Steps/Conclusion	(14 minutes)

➢ Note: A detailed outline of the "Presentation Guide" and the materials needed for the presentation are attached. The two materials sections, the student responses and scoring guide, of this packet will need to be copied for participants.

Grade 7 Anchor Set Annotations, Spring 2001 WASL in Writing

"Presentation Guide"

Materials/Arrangements Needed for Presentation:
One copy for each participant

- *Student Responses: A Sample Selection*
- *Content, Organization, and Style Scoring Guide*
- *Grade 7 Anchor Set Annotations, Spring 2001 WASL in Writing*

Presentation Steps:

1) General Information for Staff
   This document contains student responses from the *Grade 7 Anchor Set Annotations, Spring 2000 WASL in Writing* document. The purpose of the document is to give examples of student writing at the levels described in the scoring guide. The materials should be useful for all teachers in grades 5–7.

   (Hold up copy of *Grade 7 Anchor Set Annotations, Spring 2001 WASL in Writing*, but do not pass it around at this time.*)*

   Remember, on the 7th Grade WASL in Writing, students respond to two prompts, one **expository prompt** and one **persuasive prompt**. We will work in groups today on an activity using the expository prompt and the *Content, Organization, and Style Scoring Guide.*

2) Scoring Activity
   (Distribute *Student Responses: A Sample Selection.* Do not distribute the *Content, Organization, and Style Scoring Guide* at this time.*)*

- In this packet are six student responses written to the following expository prompt: Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.
- Read the six student responses. Put them in three piles—high, middle, low.
- Discuss rankings in your group and come to a consensus as a group.
- Discuss the rankings in the whole/large group.
- Distribute the *Content, Organization, and Style Scoring Guide.*
- Using the scoring guide, assign scores for each paper first in the small group, then the large group. Use the scoring guide to defend the scores.
- Discuss if/why the scores were different from the original rank order.

3) Discuss the Instructional Implications for students to improve the quality of responses in content and/or organization and/or style. Discuss as a group how you would teach to that instructional priority.

- (Ask groups to share the instructional priorities they identified and explain how they would teach to those priorities.)

4) Debriefing the Activity: Group Discussion

- What new insights did you gain about the WASL and how it is scored?

- How could students use these same sample papers?
  - Individually draft a response to the prompt.
  - Work in groups to sort the six sample responses into two categories: strong and weak.
  - Generate two lists of descriptions: one for the weak papers and one for the strong papers.
  - Use the scoring guide to evaluate two or three of the six sample responses.
  - Evaluate the same response individually, then discuss as a small group, and finally debrief group ideas with the whole class.
  - Practice revising to improve content, organization, and style as a whole class, using a copy of one of the sample responses on an overhead transparency along with the scoring guide.
  - Revise individual draft response to the prompt, using the scoring guide to improve the draft for content, organization, and style.
  - Repeat the process above to edit for conventions, using the *Conventions Scoring Guide* with the sample responses and then individual drafts.

5) Next Steps/Conclusion

- This is an introduction to the materials contained in *Grade 7 Anchor Set Annotations, Spring 2001 WASL in Writing* document.

- There are many more student samples for both the persuasive prompt and the expository prompt contained in the *Annotations* document, complete with scores and annotations for content, organization, and style, as well as for conventions.

- What are some of the ways we might delve further into the *Annotations* document? For example, we could learn more about how conventions are scored; staff and students could work together to develop a "student friendly" version of the scoring guides, or we could decide to meet in grade-level or cross-grade-level groups, including special education and Title I specialists, to further study the *Annotations* document.

<u>Suggestions for Additional Writing Resources for Staff</u>

- NCS Mentor CD ROM
- *Writing Process: Persuasive Writing* CBE in the Middle Years Tool Kit
- *Eleven*, a narrative prototype task in the Middle Years Tool Kit
- *Grade 7 Anchor Set Annotations from the Spring 1999 and Spring 2000 WASL*
- *Grade Level Frameworks for Writing, K–10*

Office of Superintendent of Public Instruction

Grade 7 Anchor Set Annotations
Spring 2001, Writing

Student Responses
A Sample Selection

Final Draft

1a

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

The special person to me is at B:___ Elementary and her name is Mrs. F:___. She was my fifth grade teacher and the best teacher that I ever had.

The first reason she will be hard to forget is that she is the best teacher I have ever had. That is because she made the classroom comfortable for instance she brought in a couch, pillows, bean bag chairs, and a bath tub half full of pillows.

She also was a real enjoyable and loving person. She would always give me help when I needed it. Also she did not have a lot of

Final Draft 1b

Continue your final draft on this page, if you need to.

rules she just beleved that if we had our freedom we would behave and this was true 94.2% of the time. The only rules she had were "Use your common sense", "Try hard", and "Feel comfortable".

Third, she would always give us fun and interesting topics for projects and let us pick our own partners and sometimes topics. Mrs. "P" let us pick where we wanted to sit. She would give us an extra recess or an extended recess. She would always tell a joke or play a game.

Mrs. P. is my special person at school. I had her in fifth grade at B. Elementary. She is my special person because she is my favorite teacher. She gave me the best school year I have ever had.

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher why this person will be hard to forget.

2a

Mrs. O___, a teacher I won't forget. I won't forget Mrs. O___ because she made you feel good about yourself when you were down. She had a way of teaching that no teacher had, she could use games to teach and kids would learn from it and not goof-off, it was fun.

Continue your final draft on this page, if you need to.

2b

I did get in trouble alot but she made it easy to be friends again and not to hold a grudge against me.

I definitely won't forget her big hair that she had and the Oregon Trail unit we did. Her smile could lighten your day.

My 5th grade teacher, Mrs. O___, was one of the best teachers I've had and she had the greatest qualitys.

Final Draft

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

Dear Mrs W ,

One person that I remember is my kindergarden teacher because she was my favorite in Elementry School. It will be hard to forget her. She was nice, friendly, and kind. There's alot more I could say about her, but there's to much. That is one reason she is my favorite person I know.

Final Draft

4a

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page ar next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

One of my teachers that would be hard to forget would be D____ C____. he was my favorite teacher he was my sixth grade teacher. He would ha to be the hardest to forget because he was an awsone teacher he always made something boring into something exciting. On fridays he would do something special stuff on fridays, like you would have to shoot a basketball into a net to get candy and other prizes. He also took us places like to mcDonald's or we went on a bike ride to, we also went to M____ Park to clean it up. He would have to be the person

Final Draft

4b

Continue your final draft on this page, if you need to.

I miss most out of all the teachers I've had.

Final Draft

5a

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

In the past I've had many great te-
achers, and other adults that have helped
me through things. But from all those won-
derful people one really changed my life in
so many different ways then one, that
is Mrs. K__ H__, who was my 3rd grade
teacher.

She's a very incredible lady. She is a
teacher who wasn't there because it's her
job, but because she really cares about
all of her students and loves to see
them excell.

To me and I'm sure many of my

Final Draft 5b

Continue your final draft on this page, if you need to.

classmates, she was more of a friend then anything else. She was always there for you when you needed help with something, or just needed to talk.

I can remember about half way through that year my father passed away; it was a very sad time for me & my mom. Mrs. H___ was right there with me she helped me SO much. She invited me out to the house all the time, her nieces and I would play in the lake then go inside & eat popcorn and candy while we watched ou fav. movies.

Her class was also fun to be in; we were always doing exciting "hands on" projects as she liked to call them. We also did lots of plays that she directed. One of my favorites

Final Draft 5c

Continue your final draft on this page, if you need to.

was and still is was the "Sound of Music."

Mrs. H___ and I, are still great friends. I always go and visit her, and it's still just as much fun as it was 4 years ago. These are only a few of my reasons why I believe I'll never forget her. The main thing is, you can't forget a friend, and that's exactly what she made herself.

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

My favorite teacher

This teacher that I have known for a while and was my fourth grade teacher, is my favorite teacher I have ever had so far. His name is Mr. B.____. He teaches in L____ Elementry school in east W____.

I could never forget him because he was the best teacher I ever meet.

He hated giving test and giving homework out. Unless you

Final Draft 6b

Continue your final draft on this page, if you need to.

didn't finish it in class. He loved playing games with his classes. He liked reading to them too. We always had partys because thats what he liked doing, but we still did work in class. Every friday if you had everything in you could go outside and play at the end of the day for 45 mins. But if you didn't then you had to stay in and work on it, then if you finished it you could go outside.

Mr B loved playing Kickball. Sometimes if there was nothing to do, he would just go outside with the whole class and play for a long time.

Sometimes I even wish I could go back to his class and spend the whole day with him and his class. Mr B was a fun teacher

Office of Superintendent of Public Instruction

Grade 7 Anchor Set Annotations
Spring 2001, Writing

Scoring Guide
Content, Organization, and Style

Content, Organization, and Style Scoring Guide

Points	Description
4	• maintains consistent focus on the topic and has ample supporting details • has a logical organizational pattern and conveys a sense of completeness and wholeness • provides transitions which clearly serve to connect ideas • uses language effectively by exhibiting word choices that are engaging and appropriate for intended audience and purpose • includes sentences, or phrases where appropriate, of varied length and structure • allows the reader to sense the person behind the words
3	• maintains adequate focus on the topic and has adequate supporting details • has a logical organizational pattern and conveys a sense of wholeness and completeness, although some lapses occur • provides adequate transitions in an attempt to connect ideas • uses effective language and appropriate word choices for intended audience and purpose • includes sentences, or phrases where appropriate, that are somewhat varied in length and structure • provides the reader with some sense of the person behind the words
2	• demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related material • shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness • provides transitions which are weak or inconsistent • has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose • shows limited variety in sentence length and structure • attempts somewhat to give the reader a sense of the person behind the words
1	• demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text • has little evidence of an organizational pattern or any sense of wholeness and completeness • provides transitions which are poorly utilized, or fails to provide transitions • has a limited or inappropriate vocabulary for the intended audience and purpose • has little or no variety in sentence length and structure • provides the reader with little or no sense of the person behind the words
0	• response is "I don't know"; response is a question mark (?); response is one word; response is only the title of the prompt; or the prompt is simply recopied

Conventions Scoring Guide

Points	Description
2	• consistently follows the rules of standard English for usage • consistently follows the rules of standard English for spelling of commonly used words • consistently follows the rules of standard English for capitalization and punctuation • consistently exhibits the use of complete sentences except where purposeful phrases or clauses are used for effect • indicates paragraphs consistently
1	• generally follows the rules of standard English for usage • generally follows the rules of standard English for spelling of commonly used words • generally follows the rules of standard English for capitalization and punctuation • generally exhibits the use of complete sentences except where purposeful phrases are used for effect • indicates paragraphs for the most part
0	• mostly does not follow the rules of standard English for usage • mostly does not follow the rules of standard English for spelling of commonly used words • mostly does not follow the rules of standard English for capitalization and punctuation • exhibits errors in sentence structure that impede communication • mostly does not indicate paragraphs • response is "I don't know"; response is a question mark (?); response is one word; response is only the title of the prompt; or the prompt is simply recopied

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

REPRODUCTION BASIS

☑ This document is covered by a signed "Reproduction Release (Blanket) form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").